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ABSTRACT

This publication presents 14 departmental case studies of the preparation and support provided to part-time teachers in Scottish institutions of higher education. The case studies are grouped in four sections according to the category of part-time staff involved: practicing professionals (professional teaching assistants, lawyers, artists, and other practitioners); part-time tutors and teaching assistants; workplace supervisors; and demonstrators. An introduction to each section identifies the principles and commonalities of the support provisions detailed in the case studies from the following Scottish institutions: University of Strathclyde, the Robert Gordon University, University of Edinburgh, Queen Margaret College, and the University of St. Andrews. Case studies are drawn from the following fields: architecture and building science, law, art, mathematics and statistics, artificial intelligence, economics, government (politics), occupational therapy, health and nursing, pharmacy, biological and medical sciences, applied sciences, and geology. An article, "Departmental Preparation and Support for Part-Time Teachers: Principles of Good Practice" (David Nicol and Fred Forster) follows the case studies. Appendices include a summary of elements of good practice from the case studies; guidelines for postgraduate tutors from the University of Strathclyde, and the Code of Practice on Tutoring and Demonstrating from the University of Edinburgh. (DB)

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Preparation and Support for Part-Time Teachers in Higher Education: Case Studies of Departmental Practice

Editors: Fred Forster and Sheila Thompson
with contributions from: Shirley Earl, Kate Morss and David Nicol

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PREPARATION AND SUPPORT FOR PART-TIME TEACHERS IN HIGHER EDUCATION: CASE STUDIES OF DEPARTMENTAL PRACTICE

compiled and edited by
Fred Forster and Sheila Thompson

with contributions from
Shirley Earl, Kate Morss and David Nicol

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Contents

	Introduction and Background *Fred Forster*	1
SECTION A	**PREPARATION AND SUPPORT FOR PRACTISING PROFESSIONALS**	5
	Introduction	7
Case Study 1	Professional Teaching Assistants *Department of Architecture and Building Science, University of Strathclyde*	9
Case Study 2	Professional Lawyers as Tutors *The Law School, University of Strathclyde*	13
Case Study 3	Professional Artists and Practitioners *Gray's School of Art, The Robert Gordon University, Aberdeen*	17
SECTION B	**PREPARATION AND SUPPORT FOR PART-TIME TUTORS**	21
	Introduction	23
Case Study 4	Postgraduate Tutors *Department of Mathematics and Statistics, University of Edinburgh*	25
Case Study 5	Postgraduate Tutors *Department of Artificial Intelligence, University of Edinburgh*	29
Case Study 6	Graduate Teaching Assistants *Department of Economics, University of Strathclyde*	33
Case Study 7	Postgraduate Teaching Assistants *Department of Government (Politics), University of Strathclyde*	37
SECTION C	**PREPARATION AND SUPPORT FOR WORKPLACE SUPERVISORS**	41
	Introduction	43
Case Study 8	Fieldwork Supervisors *Department of Occupational Therapy, Queen Margaret College, Edinburgh*	45
Case Study 9	Community Practice Teachers *Department of Health and Nursing, Queen Margaret College, Edinburgh*	51
Case Study 10	Supervisors of Undergraduate Hospital Visits *School of Pharmacy, The Robert Gordon University, Aberdeen*	57
Case Study 11	Accredited Clinical Tutors *School of Pharmacy, The Robert Gordon University, Aberdeen*	61
SECTION D	**PREPARATION AND SUPPORT FOR DEMONSTRATORS**	65
	Introduction	67
Case Study 12	Senior Demonstrators and Postgraduate Demonstrators *School of Biological and Medical Sciences, University of St Andrews*	69
Case Study 13	Quality Control of Demonstrating: Role of the Applications Supervisor *School of Applied Sciences, The Robert Gordon University, Aberdeen*	73
Case Study 14	Using Video to Develop Demonstrators' Teaching Skills *Department of Geology and Applied Geology, University of Glasgow and Centre for Teaching, Learning and Assessment, University of Edinburgh*	77
	Departmental Preparation and Support for Part-time Teachers: Principles of Good Practice *David Nicol and Fred Forster*	81
Appendix A		87
Appendix B		91
Appendix C		105

Introduction and Background

Fred Forster

INTRODUCTION

This publication documents departmental case studies of the preparation and support provided for part-time teachers in Scottish higher education. The case studies cover a wide range of academic and vocational disciplines and relate to four groups of staff - part-time tutors, practising professionals, laboratory demonstrators and workplace supervisors. The handbook is intended to help heads of departments, course organisers, managers, administrators and staff developers in higher education who have responsibility for formulating policies and devising and implementing development programmes for their part-time teaching staff.

The handbook results from a fifteen-month project carried out with the aid of a grant from the Scottish Higher Education Funding Council (SHEFC) as part of the Council's third Flexibility in Teaching and Learning Scheme (FITLS 3). The enquiry focused on the preparation and support provided by departments for their part-time teachers* and was undertaken jointly by staff development colleagues from the University of Edinburgh, the University of Strathclyde, The Robert Gordon University, Aberdeen and Queen Margaret College, Edinburgh.

The rationale for the enquiry can be summarised as follows. The rapid growth in both student numbers and in the diversification of the student body during the early 1990's, which was a period of seriously constrained resources, posed major challenges for higher education institutions. A central concern was, and continues to be, how best to sustain the quality of teaching in this changed context. Two related dimensions to this issue are, ensuring there are sufficient teachers to respond to increased demand and, given the greater public accountability for teaching quality which institutions now have to address, providing appropriate preparation and support for staff.

One widespread and cost-effective response by institutions to the demand for more teachers has been to increase the deployment of part-time staff. Given this development it is important to remind ourselves at the outset that the employment of part-time teachers in higher education has long been a sound, even essential, practice. For example, the development of students' clinical skills and professional attitudes have traditionally been promoted in appropriate settings by amongst others, clinicians, nurses and pharmacists; equally, practising lawyers, architects, artists and business men and women have long come into universities and colleges to give lectures and lead tutorials, workshops and project work, thereby enriching students' learning with insights brought from outside. Similarly, generations of undergraduates have successfully taken the first steps in developing their disciplinary skills of analysis, synthesis and practice under the tutelage of demonstrators and postgraduate and other part-time tutors.

Against this background, the standpoint adopted in this FITLS 3 project has been that, provided steps are taken to ensure that part-time teachers are well prepared for their roles and effectively supported in their teaching duties, the quality of teaching can be maintained. However, whilst generic, centrally provided staff development will continue to have an important part to play in this area, this needs to be complemented by robust, departmentally

* *As full-time members of academic staff are contractually obliged to undertake duties other than teaching, their teaching contribution could also strictly be considered to be part-time. However, in this handbook, "part-time" is used in its more obvious sense to refer to those who teach whilst undertaking less than full-time employment in a department.*

provided programmes, for it is at this level that preparation for teaching can most sensitively be tailored to the curriculum context in a particular discipline.

APPROACH

A few words of clarification about the scope and purpose of this FITLS 3 enquiry and the spirit in which it was undertaken are needed. In many departments throughout higher education, preparation and support activities for part-time teachers are not provided or remain unformalised and there is a widespread reliance on generic courses and workshops offered by the central staff or educational development unit. Several teaching quality assessment reports in the early- to mid-1990s have drawn attention to the need to strengthen provision at departmental level. Accordingly, this project sought to identify a selection of departments where considerable progress has been made in this area, and to document and disseminate accounts of their practice so that others might benefit. It bears emphasis that whilst each department was able to identify areas for enhancement in its provision, and indeed, such improvements were often under consideration, the project was not undertaken as a critical audit. Rather, the intention was to take, in effect, a series of snapshots of current provision in a selection of departments where the development needs of part-time staff have been thoughtfully addressed, and to highlight strategies and approaches which might be of value elsewhere. With this in mind the principal elements of good practice from the case studies have been brought together in *Appendix A*. The significant suggestions for enhancement of provision that we came across are also clearly important and they have been drawn on to inform the reflective discussion in the final chapter of the handbook.

The four collaborating institutions between them offer a rich diversity of cultures within Scottish higher education. Together they embrace a very wide spread of academic and vocational subjects, and the project sought in the first instance to enlist the participation of departments from these institutions. However, it was recognised that many departments elsewhere would also have valuable experience which could complement that culled from these internal enquiries. Additional case studies of preparation for laboratory demonstrators were thus included from the University of St. Andrews and the University of Glasgow.

Departments were invited to take part through the local staff developer. The project officer and the local staff developer then visited the department and, using a wide-ranging interview schedule, collected the necessary data from the persons responsible for the support programme. In each case the focus was on documenting the preparation and support provision in its academic context and in its current state of evolution. Particular attention was placed on describing those features which could be useful to others elsewhere in developing their own approaches to the induction and development of part-time staff.

A word about terminology is necessary here. The term 'training' is eschewed as there is not a universal ease about its use within higher education - partly perhaps because of its somewhat restricted and technical connotations. As alternatives, and according to circumstance, we refer to 'preparation' or 'development' programmes and activities. The term 'support' is used in both a narrow and a wider sense. Used narrowly it refers to a single measure or process such as availability of a word processor or a visit from a mentor. In its wider sense 'support' can refer to several, or the full array, of measures provided by a department, and here we include the recruitment process, as the manner in which this is undertaken may say much about how a department views its part-time staff. Finally, 'briefing' invariably has a relatively restricted meaning and refers to the event or the process through which part-time staff are 'put in the picture' so to speak, about the departmental and curriculum contexts to which they will contribute. The meaning attached to each of these terms will invariably be clear from the context.

HANDBOOK STRUCTURE

The *case studies* which make up the core of the handbook are presented in four sections according to the category of part-time staff involved. A short *introduction* is provided to each section. These introductions outline some of the broad features of the learning and teaching context which are common to each of the case studies in the section. Key features of the students' learning and the ways in which the part-time staff assist them are indicated as these are determinants of the main preparation and support needs of the particular staff group. In addition to providing important background material these introductions also help avoid duplication of reporting in the case studies.

The case studies are presented to a broadly standard format. A *summary* comes first then detail is reported in three sections. The course setting and the specific responsibilitites of the part-time staff

are detailed first under *academic context*. The *preparation and support* measures are then described. Lastly attention is drawn to some of the *achievements* in these arrangements. A note of significant *documentation* and *departmental contact details* complete each case study.

There is of course a wide range of interconnected values, policies and practical matters operating at department, faculty, institution and even sector-wide levels which have helped shape the preparation and support for part-time staff described here and which will continue to do so. Accordingly the final chapter looks back over the case studies and identifies and draws out for discussion a number of key principles of good practice which relate to this wider agenda. These concluding reflections also suggest how the progress documented here might be built on by those in departments and institutions with responsibilities for staff development. Readers who wish to have an overview of these issues before engaging with the detail of particular case studies may equally well find this concluding section a useful starting point.

Section A

Preparation and Support for Practising Professionals

	Introduction	7
Case Study 1	**Professional Teaching Assistants** Department of Architecture and Building Science, University of Strathclyde	9
Case Study 2	**Professional Lawyers as Tutors** The Law School, University of Strathclyde	13
Case Study 3	**Professional Artists and Practitioners** Gray's School of Art, The Robert Gordon University, Aberdeen	17

Introduction

A wide range of undergraduate and taught postgraduate courses in higher education offer both a liberal education and a preparation for a professional vocation at the same time. Examples of such first degree, diploma and masters level courses can be found typically in applied social sciences, business schools, schools of art and design, law and health sciences - though this is by no means an exhaustive list.

A distinctive characteristic of the approach to teaching on such courses is the strategic use made of visiting professional practitioners - business managers, lawyers, artists, designers, surveyors as the case may be - who come into a department to complement and enrich students' learning with insights and expertise brought from the world of professional and commercial practice outside the institution. The contributions made by these professional colleagues to teaching programmes are many and varied and are often unique. Thus, the highly qualified specialist may give a single but vital seminar or lecture; others undertake a regular small group tutoring commitment; still others contribute their expertise by leading groups of students through all the stages of designing, organising and implementing projects. All provide practising, professional role models which help students appreciate the attitudes and approaches which will make for the successful application of their accumulating academic knowledge in their subsequent careers.

In tutorial classes in professional vocational courses such as law, and in studio work in subjects such as architecture and art and design, students are required to bring together and integrate knowledge from a spectrum of disciplines. There is too, a premium on developing both critical awareness, independent thinking and creative and imaginative approaches rooted in a sound framework of disciplinary knowledge. It is as successful exemplars of these traits and skills that these brought-in practising professionals make their indispensable contributions to the curriculum. Their presence also influences the wider activity of the departments as they bring and share freshness of insights with colleagues in teaching and research teams.

Many of these practising professionals come from local or regional firms and businesses; some are recruited nationally. Often they are senior, successful and very busy individuals in their own spheres and for many too, it will be some time since they graduated. Accordingly, preparation and support measures, and the way they are delivered, need to be sensitively and flexibly tailored for quite specific individuals and contexts.

When these professional colleagues are first engaged there may be a need for some reorientation to the academic culture of higher education and to the teaching and learning practices and procedures of the department. Typically, they will need briefing about the students they will meet and their prior learning, their specific teaching responsibilities and how these fit into the wider scheme of things, and the procedures and practicalities of assessment that they will be involved with. Once teaching is underway a mentoring arrangement can be an especially helpful approach to providing further support.

Three case studies are presented in this section. Two, dealing with preparation and support for professional teaching assistants in the Department of Architecture and for legal practitioners who tutor in the School of Law, come from the University of Strathclyde and have been developed with the close involvement of staff from the central staff development unit, the Centre for Academic Practice. The third, from the Gray's School of Art at The Robert Gordon University, Aberdeen, illustrates a mentoring approach to the support of practising professional artists.

Case Study 1

Professional Teaching Assistants

Department of Architecture and Building Science
University of Strathclyde

Summary

In each year of the BSc programme in architectural studies qualified architects are employed as teaching assistants to tutor undergraduate projects in architectural design. The teaching assistants have a comprehensive brief to assist in the preparation of a project design then to support and monitor each student's progress through the project and to assess and give the student feedback.

The Department of Architecture and Building Science, supported by the Centre for Academic Practice, has developed a tailored programme of briefing and support for its professional teaching assistants, the key features of which are:

Pre Semester

- a course-review meeting
- two half-day workshops designed and led by the Centre for Academic Practice covering both theoretical and practical aspects of teaching and learning in the architectural design studio
- a course briefing meeting
- a briefing meeting with the course convenor to discuss project design detail

In Semester

- within-year meetings to agree project assessment criteria
- regular mentoring meetings to monitor progress with the design projects
- a range of measures to integrate the teaching assistants into the Department
- a confidential system of providing student feedback to teaching assistants

ACADEMIC CONTEXT

The Department of Architecture and Building Science encourages an independent approach to learning by its undergraduates in all four years of the BSc degree course in architectural studies. Students are given a choice of Architectural Design Units they can pursue with the aim of encouraging personal exploration and independent working. These Units involve practical work in the design studio and students are expected to pursue their own paths through each project. Typically, projects last for six weeks in the first two years of the course and twelve weeks in the third and fourth years.

To assist with teaching in the Design Units the Department employs part-time professional teaching assistants, most of whom are qualified architects in professional practice. In any Design Unit there is a maximum of 24 students and they are taught by two teaching assistants and one full-time member of the academic staff. The assistants teach two afternoons a week over two semesters.

The aims and objectives of each Design Unit are set out in the Course Handbook produced by the Department and these are made available to the students and teaching assistants. In consultation with full-time staff the teaching assistants then prepare a detailed design brief for the students, including an introduction to the project, a description of the project, a site plan, book references, etc. They provide tutorial support for the students during the course of the project and

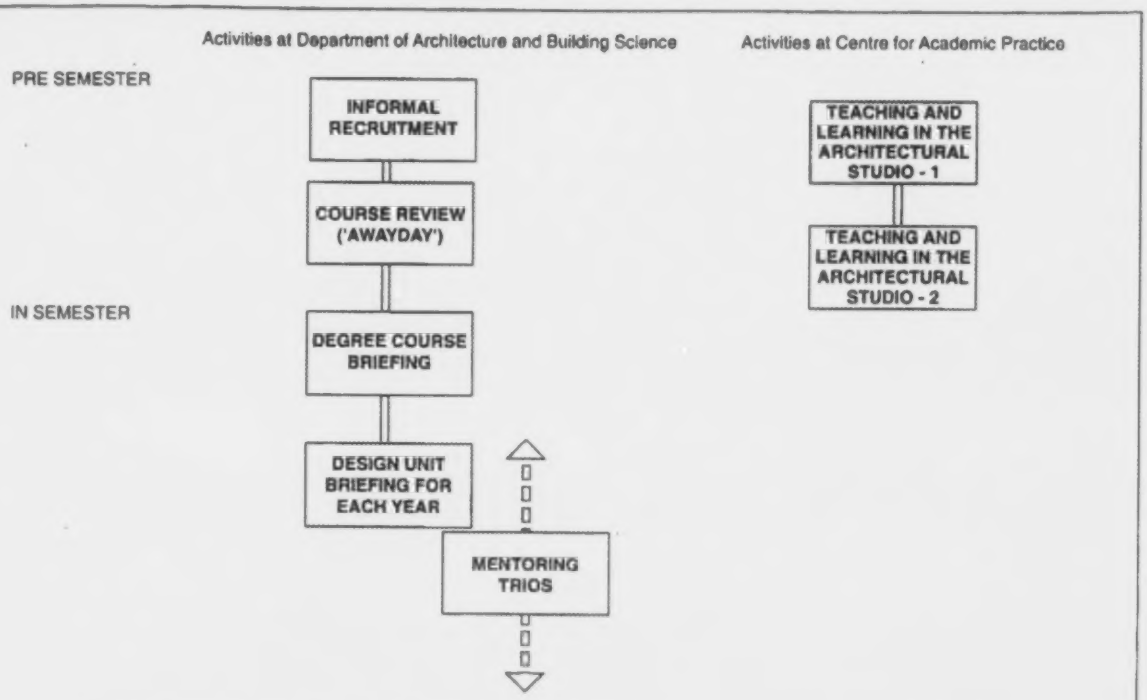

Activities at Department of Architecture and Building Science
Activities at Centre for Academic Practice
PRE SEMESTER
IN SEMESTER
INFORMAL RECRUITMENT
COURSE REVIEW ('AWAYDAY')
DEGREE COURSE BRIEFING
DESIGN UNIT BRIEFING FOR EACH YEAR
MENTORING TRIOS
TEACHING AND LEARNING IN THE ARCHITECTURAL STUDIO - 1
TEACHING AND LEARNING IN THE ARCHITECTURAL STUDIO - 2

Figure 1.1: Support Measures Provided for Professional Teaching Assistants, Department of Architecture and Building Science, University of Strathclyde

monitor their progress. They thus undertake a provisional, initial assessment of the project and give feedback during a review meeting where each student gives a presentation of his/her work. Finally, they will meet each student individually to give feedback on their project and they produce a written report on the student's work.

PREPARATION AND SUPPORT

The principal preparation and support features provided for the teaching assistants are summarised in *Figure 1.1*. Each year of the architectural studies course is overseen by a course convenor who is responsible for the organisation, support and administration for the professional teaching assistants. Recruitment is carried out informally by the course coordinators. There is a bank of professionals that the Department can draw on. Many are known personally to particular lecturers. Some make individual applications to the Department and some course convenors approach those professionals that they would like to work with. The teaching assistants are chosen on the basis of their professional reputation and each is interviewed by a professor prior to their appointment. They receive a contract of employment from the University and receive an annual fee for their tutoring duties with part payment each semester.

All academic staff of the Department meet at an 'awayday' during the summer to review the BSc degree course in architectural studies. The professional teaching assistants are invited to this day although it has proved difficult for some to attend because of their professional commitments.

In September, the teaching assistants are invited to two half-day workshops on the theme of 'Teaching and Learning in the Architectural Studio'. These workshops were recently developed by the Centre for Academic Practice at the request of, and in consultation with, the Department. In an effort to build on current studio practice, staff from the Centre visited the Department regularly over a period of four months to see studio teaching and learning in context. During these visits the Centre staff observed teaching in progress, held interviews with students, full-time staff and teaching assistants and examined course documentation. New approaches to studio teaching were also piloted in collaboration with full-time staff. The two workshops that resulted were thus based on a sound knowledge of the needs of the teaching assistants and of the disciplinary context. They also included teaching examples drawn from observed studio practice. In the first workshop, after input on the findings of research on student learning,

participants explore ideas to promote students' self-learning in the architectural studio. The second workshop builds on this and focuses on practical strategies to plan and facilitate learning through projects in the studio setting. Future plans are that these workshops will be jointly delivered by staff from the Centre and the Department. This would develop the Department's own capacity to support and develop the teaching abilities of its teaching assistants.

Subsequently, and immediately prior to the start of the first semester, a further orientation meeting is arranged for the professional teaching assistants where the full-time lecturing staff give presentations about the parts of the course they are teaching. This gives the teaching assistants a flavour of the whole course and they are made aware of what is being taught and when. The Course Handbook also gives them the details of each part of the course.

The course convenors for each year then meet with their respective teaching assistants to discuss the Design Units in more detail. During this meeting, tutors from previous years brief the new tutors about the individual students.

In the course of each six- or twelve-week project the course convenor meets with those teaching assistants in the year group to discuss the criteria used in the assessment of each project with a view to establishing fairness for each student.

Each pair of professional teaching assistants is attached to a member of the full-time staff depending on the shared interests of the group and the Design Units that they are tutoring. The three meet before the start of the semester and regularly during each project to discuss the teaching and to review student progress. In many cases, teaching assistants and staff are personal friends as well as colleagues and close and open working relationships develop. In effect these are informal mentoring trios.

Feedback from students is collected by the Department on pro formas developed by the Centre for Academic Practice. These are sent in confidence to the individual tutors who can then discuss any outcomes with the course convenors if they wish.

The professional teaching assistants as a body have representation at the departmental meetings - two representatives attend. They are all invited to exhibitions in the Department, to graduation ceremonies and departmental social events.

ACHIEVEMENTS

The elements of support outlined above have been put in place by the Department of Architecture and Building Science over a number of years. They testify to the Department's long standing commitment to its professional teaching assistants and the critically important contributions they make to student learning in the architectural studies course. The recent augmentation and strengthening of the preparation and support provision with two workshops developed by the Centre for Academic Practice results from an approach made by the Department to the Centre and a sustained period of collaboration between the two. The Centre was concerned to ensure that the new initiatives were complementary to existing provision, and of clear practical relevance to the teaching assistants, by being grounded in the context of teaching and learning in the architectural studio. They were developed jointly so that ultimately they could become part of the Department's own capacity to develop and support its part-time staff.

In their present form, the Department's measures for supporting its professional teaching assistants offer a balance of pre-semester induction, orientation and briefing activities and in-semester support structures and processes. Relevance is emphasised throughout by contextualising each element in the architectural studies course and by keeping a particular focus on studio-based teaching and learning. The four-stage pre-semester programme (course review, introductory workshops, course briefing and project design briefing) offers a robust and progressively more focused preparation programme, while structuring the in-semester support around a mentoring arrangement seems particularly appropriate for this group of practising professionals. Mentoring affords opportunities for two-way enrichment while also ensuring that the development needs of the teaching assistants are dealt with around issues and concerns arising from studio practice. In similar vein, the confidential arrangement for teaching assistants to receive student feedback on their teaching is sensitive as well as practically helpful for development. Finally, the provision of a formal contract of employment by the University, a fee for contributing to the teaching programme, and a variety of procedures for assisting with integration into the social and professional life of the Department all underline the professional respect in which the teaching assistants are held and the high value that is placed on their contribution to assist student learning in the architectural studio.

Documentation	Contact Information
Course Handbook for Students- Foundation Studies (students in first and second years) Course Handbook for Students- Graduation Studies (students in third and fourth years) - both handbooks include course regulations, descriptions of course aims and objectives, reading lists, safety regulations, facilities in the Department, complaints procedures.	Mr Michael MacAulay Lecturer Department of Architecture and Building Science University of Strathclyde 131 Rottenrow Glasgow G4 0NG phone: 0141 552 4400 ext. 3007 fax: 0141 553 3997 email: m.d.macaulay@strath.ac.uk

Case Study 2

Professional Lawyers as Tutors

The Law School

University of Strathclyde

Summary

In the Law School, practising professional lawyers are employed to lead tutorial groups in years one to three of the LLB degree and in the one-year course leading to the Diploma in Legal Practice. The lawyers draw on their practical experience to enhance the development of the students' legal skills.

The Law School, together with the Centre for Academic Practice, has developed a programme of briefing and support for these professional lawyers, the key features of which are:

Pre Semester

- a briefing meeting with the course coordinator
- a one-day preparatory workshop, designed and led by the Centre for Academic Practice, addressing theoretical and practical aspects of teaching and learning in law

In Semester

- within-year meetings between tutorial cycles
- an end-of-year debriefing run by the course coordinator
- a confidential system of providing individual tutors with feedback from students

ACADEMIC CONTEXT

The Law School provides small group tutorials in each of the first three years of the undergraduate LLB degree course and in the one-year programme for the Diploma in Legal Practice. There are typically 100 students enrolled in the first undergraduate year and 90 students in the diploma course. The School has 20 full-time academic staff and employs around 20 tutors. These tutors are all practising professional lawyers. In addition, the School also uses for tutoring duties some of its own graduate students, who are enrolled for PhD degrees. This case study focuses on the practising professional lawyers who are brought in from outside.

The School strives to bring together a mix of academic learning and practical experience to enhance the relevance of learning for students. In this respect the practical skills training, which builds on the core of legal knowledge imparted in lectures, is seen as vital in the students' development and it is here that the practising lawyers have such an important role to play. They lead small group tutorials which may involve a discussion on a set topic; or a 'moot', where students argue points for and against a hypothetical problem or issue. In most cases the objective of the tutorial is to develop the students' legal skills. In addition to leading the skills-focused sessions tutors also mark some student assignments. Tutors typically teach no more than four hours a week because of their professional commitments outside the University.

PREPARATION AND SUPPORT

Recruitment of tutors is carried out informally by the course coordinators. There is a bank of outside professional lawyers that the School can draw on and many of them are personally known to particular lecturers. Some make individual applications to the School and some course coordinators approach those professionals that they would like to work with. The tutors receive a

contract for their teaching duties from the University and an annual fee for their tutoring duties.

The School arranges introductory briefings for new tutors. Each course coordinator is responsible for briefing the tutors teaching on that course. They meet at the start of the year or before the next cycle of tutorials. They receive a detailed descripton of the course and all the course materials, including the topics for tutorials which are set by the course coordinators.

Before they can teach, the Law School requires the tutors to attend a one-day workshop developed and run specifically for the School by the Centre for Academic Practice. They are not paid for attending. The workshop is run on the Saturday before term starts.

A typical day's programme addresses the following themes:

- What is learning?
- The role of the tutor
- The first meeting with your class
- Planning the programme for a specific tutorial using law examples
- Feedback forum (see below)

The workshop is run by two colleagues from the Centre for Academic Practice and a Professor of Law.

Feedback is collected from this workshop using the standard Centre for Academic Practice pro forma and also during a final session on the day when participants respond to the question 'What problems do you still have?'. Written responses to this question are collected and answered by the three presenters in an open forum session.

This preparatory workshop is a one-off session and there are no follow-up events although the professional lawyers are invited to attend other centrally provided training workshops at the Centre for Academic Practice.

At the end of the year each course coordinator holds a debriefing and review session with the tutors. This discussion feeds into the process of course review before the new academic year. In addition, student feedback forms are collated by the Centre for Academic Practice and the results made available to the tutors and the head of department. If problems with a particular tutor come to light, the head of department will review the issues with the course coordinator who will then take up the matter with the tutor.

A staff-student liaison committee meets two to three times a semester and occasionally issues concerning the quality of tutors and tutoring will be raised by the student representatives.

ACHIEVEMENTS

Using practising professionals from outside to make essential and regular contributions to University courses poses a variety of challenges for designing and delivering preparation and support measures. For example, for professional people such as lawyers, time is ever at a premium and it is often difficult to get a group together at one time to take part in development activities. This issue was a major one to be confronted in the present case study which illustrates some interesting features aimed at capitalising on the limited time that the legal practitioners were able to commit. It also highlights some unresolved issues in this respect.

The order in which the two complementary orientation activities (course briefings and preparatory workshop) is undertaken is the reverse of what might be seen as normal practice when centrally-provided generic induction and course briefing activities are offered back-to-back. From the practising lawyers' viewpoint, attending the course briefing first has a number of advantages. As for many it is some years since graduation, their initial reorientation in higher education takes place in a setting and in a disciplinary context with which they are familiar and, moreover, in the company of respected peers. Additionally, their role and the specific ways they will be called upon to contribute can be clarified at the outset. This early re-grounding in a familiar academic landscape and early engagement in the practicalities of their teaching responsibilities ensure the briefings are of high relevance and are a good use of limited time. Holding the briefings first (in small course-specific groups of four) also means that participants approach the one-day workshop from a common basis and are already appraised of the specific teaching roles they will be undertaking.

The close working arrangements established between the School of Law and the Centre for Academic Practice mean that the content of the one-day workshop has been closely tailored to the disciplinary context and to participants' needs. As with the course briefings, relevance is stressed, with

an emphasis on theoretical frameworks and practical guidelines and processes for establishing a functioning student group in law. Focusing on practical needs, making the workshop compulsory and holding it on a pre-semester Saturday, are all strategies aimed at encouraging participants' commitment. The end-of-year debriefing and review sessions are a significant monitoring mechanism and the inclusion of the professional tutors enables them to give feedback about how the tutorial teaching went and also about the perceived relevance of the preparation and support activities.

Both the School of Law and the Centre for Academic Practice recognise that more systematic gathering of feedback from the tutors at key stages during the year could be very helpful. This could inform possible adjustments to the teaching as the year unfolds and it could also help to identify further support measures to supplement the orientation and debriefing measures already in place. The development of appropriate and effective measures however is not straightforward, as once term is underway, the lawyers have to fit their teaching visits to the School into exceptionally busy professional schedules.

Documentation	Contact Information
Class Briefing Pack - made available to tutors and students, it constitutes a full handbook of the material required by students. In addition, class leaders provided tutors with additional briefing materials for each class or each cycle of tutorials. Preparatory Workshop Pack - made available to all tutors undergoing the one-day workshop.	Professor Kenny Miller The Law School University of Strathclyde Stenhouse Building 173 Cathedral Street Glasgow G4 0RG phone: 0141 552 4400 ext. 3290 fax: 0141 553 1546 email: kenny@law.strath.ac.uk

Case Study 3

Professional Artists and Practitioners

Gray's School of Art

The Robert Gordon University, Aberdeen

Summary

At Gray's School of Art, in both undergraduate and postgraduate courses, a student-centred and multidisciplinary approach is taken to the study of art. Much of the work is project based and hourly-paid professional artists and design practitioners are brought in to assist students by contributing expertise and hands-on experience from the outside world. Principal features of the support systems provided for these hourly-paid staff by the School include:

- a formalised recruitment process
- a formal contract
- a mentoring arrangement
- a variety of processes and activities to help integrate these practising professionals into the School and the teaching teams

ACADEMIC CONTEXT

Gray's School of Art offers a wide range of programmes in fine art and in design to over 500 undergraduates. The approach to teaching and learning is a multidisciplinary and student-centred one with the aim of developing students' independent thinking capacities and critical awareness in the context of art and design. Much of the work at both undergraduate and postgraduate levels is tutorial- and project-based and aims to match the approach and working environment of the commercial world of art and design. To this end the School employs a number of hourly-paid staff, (currently there are 25) all of whom are professional artists and design practitioners, to work alongside the full-time academic staff. These professional practitioners bring insights, attitudes and hands-on experience of the outside world to enrich students' learning. They come from a wide range of disciplines and backgrounds and are recruited nationally. Their contributions are pivotal to the provision of a quality education in a range of art and design courses such as BA Hons in Fine Art, and BA Hons in Design and Craft, BSc Hons in Design for Industry and in the MA in Art and Design.

These practitioners work a wide variety of hours - from as little as 6 to over 300 in an academic year - depending on their professional commitments. Some will work with students once a week throughout a semester; others will come in for a single week during the year; still others may contribute for only one day or part of a day.

PREPARATION AND SUPPORT

Recruitment

It is the policy of the School of Art to bring in professionals from as wide a cross-section of disciplines as possible and from as far afield as is necessary. They are recruited in a number of ways. National advertising takes place in the quality press and in selected academic and professional journals. Occasionally, academic staff at the School will seek out, through personal networks, particular individuals with required insights or expertise. In addition, given the School's national and

international reputation, and an awareness in the art and design professional world of its use of external staff, some practising professionals make personal applications to teach at the School.

On any course it is the course leader who is aware of the particular skills or background and experience that is required from a new member of staff. As a consequence it is usually the course leader who instigates the recruitment process. At the course planning or review stage a formal request is made to bring in an hourly-paid member of staff. A proposal, together with the applicant's CV, goes to the Head of School for consideration and acceptance or rejection. Hourly-paid staff receive a formal contract of employment from the University and are remunerated at the highest hourly-rate for casual staff. Bearing in mind the location of Gray's in the north east of Scotland the School pays travel and accommodation costs of some of these staff.

Support Measures

Each member of staff brought in on an hourly basis has an orientation and briefing meeting with the leader of the course on which they will teach and also meets with the Head of School. Where a member of staff is teaching for the first time at the School the teaching load is kept light to aid adjustment. Progress is reviewed by the course leader. It is a condition of appointment that each hourly-paid member of staff is paired with a member of the academic staff who acts as a mentor (the course leader is asked to identify the mentor in the recruitment proposal submitted to the Head of School).

The mentor's role is to 'look after' the hourly-paid staff member whilst they are working in the School. This involves the mentor being there at the necessary times and assisting them to settle in. The mentor is always someone with the same disciplinary interests as the hourly-paid staff member and working on the same course, an arangement which ensures the new member receives a firm grounding and orientation to teaching and learning responsibilities. The mentor also gives general support, makes introductions, explains housekeeping arrangements and deals with any problems as they arise. Each discipline area has a physical base and meeting room that the hourly-paid staff can use. The atmosphere within the School is very much one of a community of staff and the mentoring arrangements help the hourly-paid staff fit into this existing culture.

The practising professionals work principally as members of teaching teams to support students undertaking project work. They work alongside academic staff and are looked to to bring freshness of view and relevance of experience to the particular area of study. Their principal function is to help students work through the stages of designing, organising, implementing and presenting the results from their project work. They are invited to attend course committee meetings if they are present when these are scheduled; they are also invited to School 'awaydays' and they are paid if they go. Some hourly-paid staff are involved in course planning meetings if the course leaders wish it and some are brought in at assessment time. If they are asked to assess students' work they are briefed for the task by the course leader and they are paid for the work.

ACHIEVEMENTS

The contributions made to the teaching programmes at Gray's School of Art by visiting professional artists and designers are indispensable and often unique. They are recruited individually; they are often employed to address a specific theme or activity in the curriculum; they can take up their appointment at any time in the teaching year and the contributions they make are for varying periods of time. These circumstances clearly pose considerable problems for the design and implementation of effective preparation and support measures and those put in place at the School have been sensitively designed to meet the individualised needs these professional colleagues have. In particular, they are attuned to cultivating rather than stifling independent attitudes and creative and critical flair.

Several aspects of the appointment procedures underline the respect with which these professional, hourly-paid staff are viewed by the School. The formal recruitment process, the contractual, remuneration and expenses arrangements are all commensurate with well-established professional procedures and treatment.

The introductory, informal contact with the Head of School is treated as a meeting between peers and provides an early opportunity to reintroduce a new colleague to the values and ethos of higher education in general and to those of Gray's School of Art in particular. Similarly, the one-to-one meeting with the course leader provides a grounding in course frameworks and procedures

whilst early concerns can be aired in the context of new working relationships and specific teaching responsibilities. Mentoring, with its potential for two-way enrichment between peers, seems a particularly apposite strategy to use for providing teaching and learning guidance and support to these experienced practising professionals. This approach is strengthened by the common disciplinary grounding between the mentoring pairs. This arrangement also provides a flexible framework within which the outside professionals can contribute their up-to-date experience and freshness of insight to other members of the academic staff and through them to the department as a whole.

The strategy of employing visiting professional staff means that from day-to-day there is a fluctuating number of casual staff on the premises. Keeping track of them and providing effective administrative support for them are significant challenges and are given a high priority. The Head of School takes a close interest in the day-to-day working of the administrative systems as well as being personally involved in the selection and orientation procedures for each new visiting member of staff. This strong managerial involvement and interest underlines the importance attached to this particular group of part-time staff and the School's commitment to their professional support.

Documentation	Contact Information
Job Advert	Ms Barbara Milligan Head of School Gray's School of Art The Robert Gordon University Garthdee Road Aberdeen AB10 7QD phone: 01224 263601 fax: 01224 263636 email: a.fraser@rgu.ac.uk

Section B

Preparation and Support for Part-time Tutors

	Introduction	23
Case Study 4	**Postgraduate Tutors** Department of Mathematics and Statistics, University of Edinburgh	25
Case Study 5	**Postgraduate Tutors** Department of Artificial Intelligence, University of Edinburgh	29
Case Study 6	**Graduate Teaching Assistants** Department of Economics, University of Strathclyde	33
Case Study 7	**Postgraduate Teaching Assistants** Department of Government (Politics), University of Strathclyde	37

BEST COPY AVAILABLE

Introduction

Despite a reduction in opportunities for students to learn in small groups as a result of the recent decline in staff-student ratios, tutorial classes continue to offer students in many courses regular opportunities to consolidate and develop their learning beyond that acquired from their lectures and private study. Here, and especially so in the humanities and social sciences, students learn to further their understanding of the concepts, theories, facts and procedures which make up the core of their subjects and develop also those critical and creative thinking skills and forms of expression and argument which characterise their disciplines. Tutorials thus assist students to become more knowledgeable about subject matter and to develop the capacity for using their knowledge in the manner of the disciplinary practitioner - to think and argue as a historian, or a language specialist, as the case may be.

Departments employ a wide range of part-time as well as full-time staff to lead tutorial groups, especially where classes are large. Practising professionals, former lecturers, research fellows and postgraduate research students are variously employed as teaching assistants, tutorial fellows, teaching fellows or tutors for this purpose. They draw on their subject expertise to set learning tasks for students, to monitor what they make of them and respond accordingly. Through their skills of group-management they encourage students or restrain them so that all can take an active part and learn from one another. Additionally, they may guide students about how to approach written assignments, assess this work and provide feedback. They also have a role in identifying students who may be experiencing personal or academic difficulties. In practice however, there are usually limits to the responsibilities of part-time tutors. Summative marking will often be monitored by senior staff and where a student presents with serious personal or academic difficulty the part-time tutor is often encouraged to refer them for appropriate professional advice.

The role of the part-time tutor is thus often a restricted one with preparation and support needs correspondingly focussed. For those with previous tutoring experience, briefing about the new teaching context and their role and responsibilities in it may be the principal need. For those new to tutoring, a broader induction will almost certainly be necessary, aimed at equipping them with insights and skills for key tasks such as facilitating groups, marking written work and giving study skills advice and pastoral support.

Once teaching is under way there are sound reasons for providing additional support measures to all tutors, irrespective of experience. As many will be re-engaged over a number of years and departments have an interest in enhancing tutoring quality, it is important to provide tutors with opportunities to reflect on their accumulating experience with a view to learning from it. Many new tutors also find the early demands of teaching stressful so sharing their concerns, both with peers and with more experienced staff, can be very helpful. Support measures which have a place here include mentoring arrangements, review meetings between groups of part-time tutors and full-time staff and informal support networks amongst the tutors themselves.

In many higher education institutions preparation and support for part-time tutors is now provided by central staff development units or departments and sometimes by both. The emphasis of programmes varies according to the presenters. Generic courses often take a broad-brush approach laying stress on theoretical frameworks for understanding groups and their functioning and on strategies for assessment. Departmental provision is frequently more pragmatically focussed on teaching strategies and assessment procedures which tutors need at their fingertips for a particular course. Some departments encourage their part-time tutors to attend development events at both levels.

The four case studies in this section come from departments which have a strong research tradition and all deal with postgraduate tutors. The two case studies from the University of Strathclyde illustrate programmes developed through close and active association between the central staff development unit and the department. The examples from the University of Edinburgh were developed principally by staff in the department and the Teaching Organisation* concerned with a less direct input from the central staff development unit.

* *Three Teaching Organisations - Biological, Medical and Mathematical - have been developed at the University of Edinburgh. Each provides a framework through which undergraduate courses are coordinated, administered and supported.*

Case Study 4

Postgraduate Tutors

Department of Mathematics and Statistics
University of Edinburgh

Summary

Weekly problem-solving tutorials in first- and second-year classes in courses in mathematics, applied mathematics and statistics which form part of degree programmes in several subjects, particularly mathematics, physical science and engineering, are used to assist students develop their mathematical skills. Large first-year class sizes necessitate the employment of over 30 postgraduates as tutors to lead these problem-solving classes.

Key elements of the preparation and support for postgraduate tutors include:

- a formalised recruitment procedure
- a one-and-a-half hour induction session in week zero
- a compulsory half-day departmental workshop
- a number of measures to help integrate tutors into the teaching team and the Department
- a review meeting after the middle of the first term
- collecting tutors' views at the end of the year about the value of the training in the light of their teaching experience

ACADEMIC CONTEXT

The Department of Mathematics and Statistics employs postgraduate students to run tutorials or problem-solving classes in years one and two of the undergraduate degree courses in mathematics, physical science and engineering. There are typically 900 students enrolled on seven basic first-year courses and they are taught by members of staff drawn from a wider complement of 42 full-time equivalent academic staff. There are 34 tutors, most of whom are registered for postgraduate degrees (mainly PhDs) with the Department. A small number of postgraduate tutors are from the Departments of Physics and Computer Science. New tutors tend to be employed on first-year classes whilst second-year classes are usually only given to experienced tutors. All the academic staff of the Department of Mathematics and Statistics also teach tutorial classes.

In this case study, the terms 'problem-solving classes' and 'tutorials' are used synonymously.

Tutors' Roles and Responsibilities

Students, typically in groups of 10-12, are encouraged to learn actively, to think critically and to develop logical thought. They learn mathematical skills by engaging in mathematical activity, by working through a problem and by periodic visits to a topic rather than doing things as a one-off. Small group work is the norm, with the tutor's role seen as facilitator. A variety of teaching styles is encouraged to build student confidence and foster collaboration where appropriate. A didactic approach by tutors in problem-solving classes is discouraged.

One approach commonly adopted by lecturers is to set work to be completed by students before each problem-solving class. This submitted work is marked by the tutors, following marking guidelines, and is returned to the students at the weekly problem-solving class. Tutors are encouraged to put written comments on students' work and to include words of encouragement.

These comments, some of which the tutor may have made personally for his/her own use, can be a lead into the tutorial. During the class tutors will go over any difficulties that the students have had, either in small groups or individually. They will also set new problems for the students to work on. Student attendance is recorded by the tutors and this is reviewed by the course organiser who will deal with any problems.

For each tutorial the tutor receives a briefing sheet from the appropriate lecturer (see documentation). This outlines the material covered in the previous lectures, the problems set and suggestions for tutorial work. At the bottom of the sheet there is usually a pro forma for the tutor to complete at the end of the tutorial and return to the lecturer. For example, the tutor is asked to report back on students giving rise for concern, on the progress of previously reported students and to make any other comment of relevance for the lecturing staff. A marking scheme is also given to tutors for each group of problems set by the lecturer.

Some tutors will see students outside of class sessions to deal with individual issues. Most particularly, first year students can attend the 'Maths Base' and seek help on a one-to-one basis. The Maths Base is a pair of rooms staffed for three hours daily (usually 10.00 - 12.00 and 2.30 - 3.30). All those lecturing to first-year classes take turns on the staffing rota together with about five of the postgraduate tutors.

Occasionally some postgraduates are employed solely as markers and do not run problem-solving classes. These are usually those who are too shy to run a class or those who are having problems with spoken English. The Department also provides remedial support for individuals who occasionally experience difficulty with their teaching. Some postgraduate tutors also help invigilate exams from time to time and they are paid for doing this.

PREPARATION AND SUPPORT

Postgraduate students are made aware of the fact that tutoring jobs are available each year, via their course organisers in taught courses and via supervisors in the case of PhD students. There is a departmental induction for all new postgraduates in the Department in week zero. During this one-and-a-half hour session the availability of tutoring posts is mentioned and contact between possible tutors and staff is made. Details of how to register with the library and how to open up a computing account are also covered and are particularly important to those new to Edinburgh. Those wishing to apply for tutoring duties then do so, filling in an application form and submitting it together with a CV. The applications are vetted by the Director of the Mathematical Teaching Organisation (MTO) who is responsible for matching tutors to classes. The Director will accept or reject applications in consultation with the course organisers.

There is no contract of employment issued by the University. However, successful applicants receive a letter of appointment from the Department stating rates of pay and the course they will be employed on. Additionally, it gives actual hours and amounts of remuneration as well as the name of the person to whom the tutor is primarily responsible. The contents of the letter adhere to University guidelines. Tutors typically teach one or two hours per week and are paid for one hour of preparation time and one hour of tutorial contact time. There is a departmental policy statement on the recruitment, preparation, payment and roles and responsibilities of tutors (see documentation).

The Department insists that its tutors are prepared, preferably by taking part in the departmental orientation and briefing session. If for some reason they are unable to attend, then they are encouraged to attend the centrally provided training offered by the University's academic staff development unit, the Centre for Teaching, Learning and Assessment. The tutors are paid for attending the departmental half-day event.

This event runs for one half-day (Thursday) during week zero of the new academic year. It is delivered by two of the departmental staff and typically follows the programme as shown below:

- Opening exercise: 'Work on these questions'
- Expectations of what a tutorial should be
- Description of courses
- Interpersonal skills - ways to run a tutorial

During the opening exercise the participants are set a number of particularly difficult questions to work on as they arrive at the workshop, without any introduction, guidance, or help. The strategy is to make them feel ill-at-ease and thereby give a clear example of how a mathematics problem-solving class should **not** be run. This then leads into a discussion of 'what a tutorial should be'. During the workshop, the use of different styles in leading a tutorial is encouraged. For example, the use of small groups of students working together on some problems can be beneficial, particularly in demonstrating that there is not necessarily only one

correct way of approaching a problem. Informal feedback is collected at the end of the workshop as to how the participants found it.

After the halfway point of the first term there is a meeting of all the tutors to review how they are getting on. The meeting usually breaks into small groups to discuss a number of issues and these then report back to the full meeting.

An end-of-year survey pro forma is sent out to all tutors asking, amongst other things, how useful they have found the departmental preparation (see documentation). There is a student-staff liaison committee where problems encountered in tutorial classes can be raised. In some courses student representatives go round the tutorial groups to talk to students at intervals; email is increasingly being used in most courses to collect information from students. A feedback questionnaire is completed by students once a term on which they are asked to note their tutorial group number.

As well as receiving copies of all the course documentation given to students, tutors are also given a copy of the handbook: 'Tutoring and Demonstrating - A Handbook' (See documentation) in which there is a chapter on problem-solving classes written by the Director of the MTO. They also get briefing sheets about the lecturing staff, the textbooks used, the use of calculators, examination procedures, and so on.

Tutors in the Department are accommodated in shared rooms where they have their names on the doors and their photographs on the departmental board. They have desk space and access to a phone, a photocopier and to a computer. Informal support groups are easily formed by virtue of these working arrangements. Tutors can use the staff common room but do not attend staff meetings.

ACHIEVEMENTS

The Mathematical Teaching Organisation is a complex environment and an important contribution to quality control of the teaching by part-time staff is the strong managerial leadership which comes from the Director. The Director is intimately involved in the recruitment and selection procedures for part-time tutors, is a regular contributor to the preparation events for them in the Department and is centrally involved in the discussions which follow the receipt of student feedback each year.

The Department adopts a systematic approach to its provision of support to its postgraduate tutors spanning induction provision, a wide variety of detailed measures to help integrate tutors both into the Department and into the various teaching teams, and gathering feedback from them, as a means of monitoring the effectiveness of the preparation and support they receive and their delivery of tutorial teaching.

What is of special interest are the steps taken by different members of the course team on a week-by-week basis which help to support tutors in their regular teaching. The weekly briefing sheets from lecturers, the necessity to keep attendance sheets and to report back regularly to the course organiser, the monitoring of student progress and liaising with the lecturer on a session by session basis, are all strategies which help integrate the tutor into the teaching team. They also keep to the fore the commitment of the Department to maintaining high standards in the delivery of the tutoring. The credibility of the various support measures, in the eyes of tutors, is further enhanced by being designed by the staff of the Mathematical Teaching Organisation, being focussed on the particular challenges encountered in teaching and in assessing students' work in problem-solving classes and being delivered by departmental staff.

An especially creditable aspect of the Department's approach is that it offers remedial support to tutors who prove to be unsatisfactory. This is a particularly time-consuming process and the Department is concerned to find ways of continuing to undertake this work effectively in a context of constrained resources.

Documentation	Contact Information
Departmental Policy Statement on the Use of Part-time Tutors and Demonstrators - a two page briefing sheet including policy on training, payment, responsibilitites, marking etc. Letter of Appointment - a standard one-page letter detailing hours to be worked and payment Pro forma for Registration as a Tutor - a one-page pro forma for tutors to fill in personal data and preferences for the number of hours they would be available and the classes they would like to tutor on CV Pro forma - a one-page pro forma asking prospective tutors to outline their qualifications and any teaching experience; it is submitted with the above registration form Summary of Topics Covered in Training Session - a one-page review including the importance of the tutor's role, developing students' study skills and organisation Course Briefing Sheet - a sample four-page handout for students and tutors including guidance on textbooks, calculators, examinations, private study, feedback procedures, etc. In practice it can be handbook size and it is extended throughout the session with further handouts Forster, F., Hounsell, D., and Thompson, S., (1995). *Tutoring and Demonstrating - A Handbook*. Edinburgh: Centre for Teaching, Learning and Assessment	Dr Derek Arthur Director Department of Mathematics and Statistics University of Edinburgh Kings Buildings Mayfield Road Edinburgh EH8 3JZ phone: 0131 650 5043 fax: 0131 650 6553 email: derek@maths.ed.ac.uk

Case Study 5

Postgraduate Tutors

Department of Artificial Intelligence
University of Edinburgh

Summary

In the Department of Artificial Intelligence postgraduate students tutor in all undergraduate courses and in a taught masters course. They help develop students' programming and essay-writing skills by leading weekly, one-hour tutorial discussion groups and problem-solving practical groups. Assessment of essays and practical exercises is part of their duties.

Key aspects of preparation and support for these tutors include:

- an 'open' recruitment process
- a one-day tutors' workshop provided by the Department in week zero
- a course-specific briefing
- copies of all student course documentation
- feedback about tutoring performance
- accommodation in shared rooms with access to email facilities
- formal representation on the departmental teaching committee

ACADEMIC CONTEXT

Undergraduates in the Department of Artificial Intelligence attend lectures, tutorial classes and supervised practicals in their first and second years, and lectures, tutorials and some practicals in their honours years. A proportion of the teaching in the one-year taught masters programme is also done in tutorial groups. Tutors for all these tutorials are drawn from three sources: the full-time academic staff of the Department, research associates employed on funded projects and postgraduate students who are studying for a PhD in the Department or in the Centre for Cognitive Science. This last category make up the bulk of the tutoring staff and they are the focus of this case study.

Class sizes tend to be large. The first-year has 150 students, second-year has 80 - 90 and some honours -year modules 60 - 70. The MSc course has up to 60 full-time students. Typically there are eight students in a tutorial group in the first-year and 10 - 12 students in each of the second-, third- and fourth-year groups and also the MSc course. In the first year all students receive a weekly one-hour tutorial and a weekly one-hour supervised practical. There are also 16 practical groups in the first-year and some tutors may supervise practicals as well as lead tutorials.

Departmental policies on the employment of part-time tutors are framed within the University's 'Code of Practice on Part-time Tutoring and Demonstrating' (see *Appendix C*). Postgraduate tutors in the Department are usually in at least their second year of study and there are 35 of them. In accordance with University PhD requirements, they do not teach more than six hours a week. Postgraduate tutors are paid at the standard University rate for each contact hour plus one hour's preparation. Tutors of first-year classes are paid an additional one hour per contact hour for marking.

Tutors' Roles and Responsibilities

A recent innovation by the Department has been the production of 'Year Staff Guides' which give guidance about duties and tips on effective practice for all teaching staff including postgraduate tutors. For most courses the programme for weekly tutorials is pre-specified to fit in with the lecture programme. Tutorial topics are set by the course organiser and, in many cases, the preparation required of students, including problems to be tackled, is also set. Full sets of course notes are given to students containing all this information. Tutors are also provided with this information together with the specific staff briefing notes for each course they teach. Within this framework, tutors are free to organise their group work to suit their own style although the staff briefing notes do sometimes suggest ways of going about certain topics. A tutorial typically has as its focus a discussion or a problem-solving exercise or, occasionally, a student presentation. Time is built into the first meeting of the tutorial group for members to get to know each other and later in the year, one or two tutorials are set aside for preparing students for examination.

The tutors are expected to support the lecture programme by teaching additional material through problem-solving exercises, by clarifying points and by supporting their students' learning of necessary skills. For example, in first-year, they commonly provide essay-writing support and in second-year, support for programming skills. Tutors are expected to monitor attendance and to report any problems with the progress of individual students to the course organiser.

All tutors teaching first-year courses are expected to mark students' work and are given additional payment for it. The range of work they mark includes students' essays, problem solutions, practical write-ups and write-ups of programme-based work. Overall, they mark six assignments per student during the year. In other years, tutors may also act as 'checkers' of students' work. This is in effect, 'first marking' where they give a preliminary evaluation of what the students have done.

PREPARATION AND SUPPORT

Postgraduate tutors are recruited prior to the start of each academic year. An invitation to all postgraduates to apply for posts is sent out via electronic mail and included in the on-line document are job descriptions as appropriate (see documentation). Respondents are asked to indicate which courses they would prefer to teach and whether they wish to supervise practicals. The teaching officer, a member of the academic staff, handles all the applications and tries as far as possible to match tutors to courses. Some course organisers may indicate particular postgraduates who they would like to have tutoring with them.

The Department encourages tutors to attend the generic training provided by the Centre for Teaching, Learning and Assessment which is offered to all part-time tutors in the University. In addition, all new postgraduate tutors are expected to take part in the one-day Tutors' Workshop which is run by the Department of Artificial Intelligence. Returning tutors are also invited to attend.

The one-day Tutors' Workshop in the Department is run immediately prior to the autumn term, usually during Freshers' Week. Details are circulated by electronic mail and encouragement is given to all tutors to attend, not only new hands. An outline of a typical programme is shown in *Table 5.1*. Many of the workshop exercises are highly participative in nature and new tutors can gain a great deal from more experienced peers. Time is set aside in the latter part of the workshop to allow for briefings about individual courses - all the staff who teach on a particular course get together to discuss the arrangements and to brief the new staff. This is an opportunity to circulate the course guides that the students will receive and the staff briefing guides.

The programme is presented by the academic staff of the Department and almost all the staff have had involvement in presenting the workshop since its introduction in 1989. Briefing notes are provided to the presenters by the teaching officer and other workshop co-ordinators. The Tutors' Workshop is a one-off event with no specific follow-up during the year, except for individual course meetings where strategies for specific tutorials may be discussed, together with marking arrangements where appropriate. Informal feedback is collected on the Tutors' Workshop towards the end of the training day in discussions between presenters and participants. Tutors do not receive payment to attend the training day. The costs of the training are met from the departmental budget.

During the year postgraduate tutors are encouraged to support each other and to liaise closely with all those teaching on a particular course. This is helped by accommodation within the Department in shared rooms where they have access to desk space

	Theme/Topic	*Notes*
Morning	Welcome	
	Introduction to Basic Ideas and Issues	A review of styles and structures for tutorials in Artificial Intelligence led by departmental teaching staff, including ideas for the first meeting with a tutorial group.
	Leading a Short Tutorial	An opportunity for each tutor to lead a short "tutorial". The task is to identify strategies for handling a particular problem issue which can arise in groups (e.g. dealing with silent students). Tutors receive feedback on their leadership style from peers.
Afternoon	Assessment and Feedback Strategies	Small group sessions to generate criteria and marking guidelines, and review model answers for essays and problem solving exercises in Artificial Intelligence.
	Individual Course Meetings	Course organisers meet with new tutors and the rest of the teaching team to brief them on the particular courses on which they will be working

Table 5.1: One Day Workshop - Outline Programme

and to a telephone and particularly to a computer so that they can use electronic mail. Open lines of communication are encouraged between all postgraduates and the lecturing staff. A formal postgraduate representative and a tutoring and demonstrating representative are members of the departmental teaching committee. In addition, any tutor can attend the meetings. Postgraduate tutors are also included in some social events.

Feedback from undergraduate students is collected about their experiences in tutorials and practicals by means of departmental pro formas. This information is fed back to the individual tutors informally by the course organiser. If a problem with a particular tutor is raised, either informally or formally, an individual lecturer will usually deal with it before the course organiser or, as a last resort, the head of department gets involved.

ACHIEVEMENTS

Successful research-oriented departments, which make extensive use of postgraduate students as tutors, are faced with the need to ensure that teaching workloads are acceptable in the light of any individual's research needs and commitments. By adopting the policy that postgraduates should be in at least their second year of study before undertaking tutoring duties, the Department of Artificial Intelligence provides time for them to identify their research focus and to get the work off the ground. In order to further reduce the pressures exerted by their combined research and teaching responsibilities there is also encouragement for them to teach on similar courses, such as all first-year courses, rather than take a mix of say, first- and second-year courses.

This sensitivity to the professional needs and status of postgraduate tutors is evident too in the recruitment process, which is by invitation rather than department directive, and is based on full and open disclosure of information about the nature of the posts in the job description.

The content of the one-day Tutors' Workshop gains in credibility by being pitched within departmental teaching contexts and responsibilities and by being delivered entirely by departmental staff. This event also provides an important forum for new postgraduate tutors to meet with and begin to forge informal support networks with their peers. Here they also benefit by sharing insights with more senior and experienced tutors. A particularly important aspect of this introductory day is the course briefings during which tutors receive guidance about conducting tutorials and practicals and full course documentation. It is in these settings

that the postgraduates meet and begin to develop relations with the lecturers and course organisers with whom they will subsequently work closely in the course team.

On a week-by-week basis the tutors receive considerable support from the way the teaching is structured. Provision of exercises and solutions from the lecturer or course organiser on a session-by-session basis provides them with a disciplined professional framework and, in effect, a structured mentoring arrangement. The requirement to monitor student attendance, and liaise with the full-time course staff on a regular basis about students who may be experiencing academic difficulty, also underlines tutors' importance as key members of the teaching teams.

Working relationships in the Department are facilitated by the ready use of electronic mail, which is part of the natural culture of Artificial Intelligence and is used as the principal communication channel on a day-to-day basis between course organisers, tutors, and students.

Documentation	Contact Information
Guidance Notes for Tutors* - briefing notes and model solutions for each tutorial exercise Job Description* - a short description for each course, covering specific requirements, a brief course outline, hours and payment CV Pro forma - a one-page pro forma asking prospective tutors to outline their qualifications and any teaching experience Letter of Appointment - a standard one-page letter detailing hours to be worked and payment Tutors' Workshop Programme - a collection of materials given out on the day to support exercises; e.g. samples of work to be assessed with marking guidelines and scales Tutors' Workshop - Group Leaders' Briefing Notes - one-page guide on how to organise the session, what is to be covered and points that may come up Staff Guides* - available to all staff and include sections targeted to tutors and demonstrators outlining duties Student Course Notes* - contain general class information and all exercises and assignments for each course * *hard copy and also made available on-line in the Department.*	Dr Helen Pain Senior Lecturer Department of Artificial Intelligence University of Edinburgh 80 South Bridge Edinburgh EH1 9HN phone: 0131 650 2719 fax: 0131 650 6516 email: Helen.Pain@ed.ac.uk 31

Case Study 6

Graduate Teaching Assistants

Department of Economics
University of Strathclyde

Summary

Postgraduate students are employed as teaching assistants by the Department of Economics to run tutorials in the first year of the BA degree course. They lead tutorial discussions on set topics and mark students' written work.

The Department, supported by the Centre for Academic Practice, has instituted a programme of briefing and support for its teaching assistants, the key features of which are:

Pre Semester

- two faculty - based workshops on small group teaching, run by the Centre for Academic Practice
- a course briefing meeting for all members of the teaching team
- individual meetings between each graduate teaching assistant and the first-year coordinator

In Semester

- three faculty - based workshops on small group teaching, making presentations, and assessment, run by the Centre for Academic Practice
- two review meetings where tutors can share experiences and concerns
- observation of a tutorial with confidential debriefing and feedback
- an essay-marking workshop
- a system of providing graduate teaching assistants with feedback from their students
- formal and informal mentoring arrangements

ACADEMIC CONTEXT

Five hundred undergraduates are enrolled in the first year of the BA degree course in the Department of Economics. They are taught in lectures and tutorials. Eight part-time teaching assistants who are either PhD students or research assistants/ fellows of the Department are employed to take tutorial classes. This case study focusses on the support given to the teaching assistants who, for teaching purposes, are viewed by the Department as a homogenous group.

Tutorials run once a fortnight and over two semesters there are 13 meetings of each group. Groups typically comprise 10 students. Tutorials run in conjunction with the lecture programme and support it. The tutorial topics are set by the relevant lecturer. These are detailed in a course handout which is made available to all students and to the teaching assistants. The tutorials take the form of open discussions on the set topics. Teaching assistants are expected to lead these discussions and encourage the active participation of the students. Additionally, teaching assistants mark four pieces of student work during the year. These comprise essays and a short-answer test. The first meeting of the tutorial group usually includes some activities to introduce all the members to each other, and there is one tutorial set aside for revision towards the end of the semester.

In accordance with University policy, the teaching assistants do not teach more than 104 hours a year.

This translates to a maximum of four hours a week for each teaching assistant in the Economics Department. They receive an annual fee for their tutoring duties (paid monthly) and receive a contract of employment from the University.

There is a formal policy document provided by the Strathclyde Business School* entitled 'Faculty Code of Practice for Part-Time Tutors'. This outlines the responsibilities of the graduate tutor to the department and the students and the responsibilities that the department has for guiding and supporting the tutor. It explains the working relationships between the tutor and other members of the department and between the tutor and the student.

The tutorial programme and the employment of the part-time teaching assistants is overseen by a first-year course coordinator who is a senior lecturer in the Department. He looks after the administration of this part of the course and the briefing and support of the tutors. One of the teaching assistants is designated as 'Senior Tutor' with responsibility for some of the administrative tasks such as the transcribing of students' marks and the allocation of students to groups. The senior tutor receives a small extra payment for these duties.

PREPARATION AND SUPPORT

Recruitment of teaching assistants is carried out informally by the head of department, assisted by the first-year course coordinator. In early summer a review of the previous pool of tutors is carried out and invitations to tutor in the next semester are issued. In most cases the teaching assistants, who are PhD students, will be in at least their second year of study, although if there is a shortfall, then a new PhD student may be considered. The review of the previous year's teaching assistants makes use of the detailed knowledge that the coordinator has of them and the student feedback forms collected over the previous year. Teaching assistants who are deemed to be unsatisfactory are not re-employed.

The Department of Economics stipulates that the graduate teaching assistants must attend the course run for the Strathclyde Business School by the Centre for Academic Practice. This course comprises five workshop sessions each of two-and-a-half hours. Two of these workshops take place in September just before teaching begins, and the other three span the duration of the first semester while the teaching is in progress. This time sequence both helps prepare tutors for teaching and provides opportunities to reflect on, and address, issues that arise from teaching experience.

The course for graduate tutors in the Strathclyde Business School was developed and refined over a number of years by the Centre. It is based on close collaboration with each of the departments in the Business School that send graduate tutors to the course. Staff from the Centre carried out a detailed study into what, and how, graduate tutors were expected to teach in each of the departments. This involved departmental visits, examination of course documentation, briefing papers, and discussions with course coordinators. Also, every year, requests are made to departments for information about relevant changes and for a list of the current tutorial topics to be taught. All this information is used by the Centre to provide a course that is tailor-made for graduate tutors in the Business School and which also takes into account, as far as possible, disciplinary differences (e.g. tutors prepare lesson plans in the second workshop using their own tutorial topics and they carry out some workshop tasks in their disciplinary groups). The Department's own course-specific briefing and support measures for its graduate teaching assistants build on and dovetail with the course provided by the Centre.

The principal elements in the Department's provision are shown in *Figure 6.1*. Prior to the start of the first semester, all the teaching team meets for a briefing about the forthcoming first-year course. The opportunity is taken to stress the importance of tutorials and the role of teaching assistants in shaping students' attitudes to the course and of the Department's commitment to high standards of professionalism in its teaching. Raising tutors' awareness of their importance in the teaching programme is one of the main aims of this briefing.

The first-year coordinator then meets informally with each of the new teaching assistants before they start teaching. Their role and duties are reviewed and clarified and any queries or concerns the teaching assistants may have are talked through.

During the year, there are two meetings when all of the teaching assistants come together to share experiences of tutoring and to discuss issues of common concern. These are organised by the first-year coordinator, one early in the year, after the second tutorial, and the other later in the second semester. Full-time academic staff are encouraged to attend as well.

* *At the University of Strathclyde the Business School is equivalent to a Faculty.*

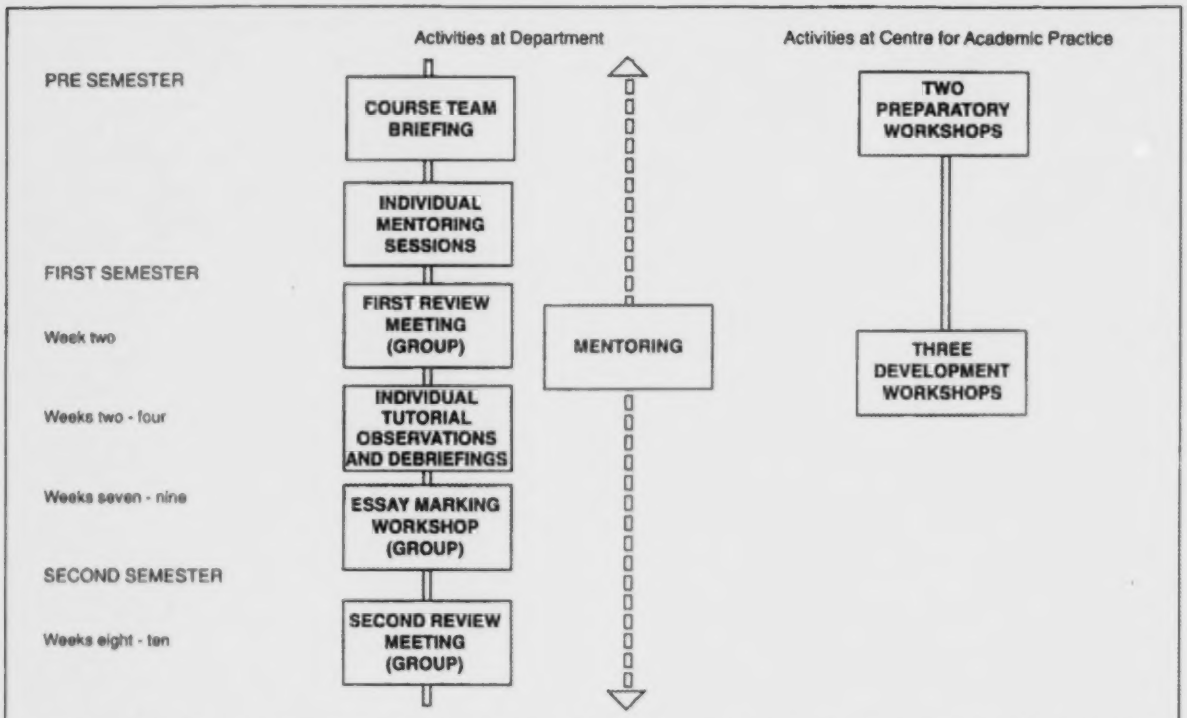


Figure 6.1: Main Elements of Preparation and Support for Graduate Teaching Assistants, Department of Economics, University of Strathclyde

Towards the end of the first semester the coordinator also organises an essay-marking workshop for the teaching assistants. Essay-marking criteria are discussed and the use of feedback forms explained. Three current essays are marked during the workshop and then used as the basis for the discussion. Full-time academic staff also take part and share their insights and experiences. Marking guidelines for each essay are provided by the appropriate lecturer and a random sample of scripts is second-marked by the same lecturer, or by another experienced member of the teaching staff. This essay-marking workshop was first run for the Department by staff from the Centre for Academic Practice. In the following year it was repeated, but this time was run jointly by the Department and the Centre. Now it has been taken over by the Department, with support available from the Centre if necessary.

The first-year coordinator gives individual feedback to all teaching assistants on their handling of a tutorial. Early in the first semester, the coordinator sits in and observes one tutorial of each teaching assistant. They are told in advance of this process and the mentoring purpose of the activity is stressed. Feedback is given to the tutor at a debriefing held within two days of the observed tutorial. These debriefing sessions are approached in a supportive way. The teaching assistants are encouraged to reflect on their management of the tutorial and any lessons arising that can be applied in future sessions. All comments shared during the debriefing session are confidential between the coordinator and the tutor.

Feedback is collected from students by the Department at several stages during the first year. Additionally, a pro forma about the performance of the teaching assistants is completed by the students towards the end of both semesters. The students' ratings of the teaching assistants are made available to the teaching assistants collectively by the coordinator.

Informal mentoring between teaching assistants exists, particularly between 'old hands' and new recruits. This is aided by their accommodation in shared rooms in the Department. In these rooms they have access to a desk, telephone and a computer. They each have a photocopying budget within the Department.

ACHIEVEMENTS

Teaching assistants in the Department of Economics are offered a sequenced package of measures, all of which can help their immediate effectiveness as tutors as well as aid their longer term development as a university teacher. Before taking their first class they are involved in a nested set of induction and

orientation meetings; during the semester they have a number of opportunities to reflect on their tutorial experiences with a mentor and informally with fellow tutors; at the end of the course they can hear how students have received their teaching.

Amongst the influences which have helped shape the package of support measures are the vesting of responsibility for supporting the teaching assistants in a senior, academic member of staff - the first-year coordinator - and the close working relationship which the present incumbent in the post has established with the Centre for Academic Practice. Collaboration between the Department and the Centre has ensured that the content of the faculty-based course (attendance at which is compulsory for the teaching assistants) provides a background for, and dovetails with, the more focused course- and tutor-specific briefings which follow in the Department. It has also resulted in the use of a shared and commonly understood language about teaching and learning.

The contribution of the current first-year coordinator points up the critical importance of assigning the responsibility for such development and support activities to someone with the necessary professional commitment, if the outcome is to be successful. In this instance, each of the eight teaching assistants receives from the coordinator, in effect, a personalised mentoring and support programme. This includes an initial briefing, a tutorial observation visit, a tutorial debriefing and, at the end of the semester, an opportunity for a performance review in the light of student feedback. In addition, advice and guidance is available from the coordinator on a day-to-day basis as needed.

The Department is alert to the fact that the strength which lies in the coordinator's commitment is also a potential weakness should the individual concerned move from the Department or experience a shift in priorities. Development of systematic and high-quality documentation, to support the current approach, offers one avenue of ensuring that the coordinator's expertise and commitment are to some extent embedded in departmental practice for the benefit of future cohorts of teaching assistants. This strategy is being actively considered.

More generally, the teaching assistants attach high value to the informal support which is mutually exchanged between them and which arises in part from the shared accommodation arrangements. This peer support supplements that provided through the coordinator and to some degree relieves the support burden which might otherwise fall to him. In similar vein, the designated senior tutor provides a readily available 'listening ear' for the teaching assistants, as well as relieving them and the coordinator of some important administrative functions.

Another key activity is the-essay marking workshop which is seen as vital by the Department in helping to achieve standardisation of marking. The teaching assistants too find this an extremely valuable session, in a psychological as well as professional sense, as considerable stress can attend having responsibility for assessing students' performance.

Documentation	Contact Information
Student Course Handout - contains general class information, details of assessment, marking and exemption schemes and broad subject areas and suggested reading for each lecture and tutorial Assignment Feedback Pro forma - this is a single sheet returned with each assignment containing the mark awarded, reasons why this mark was awarded (paying particular attention to content and structure), and one or two significant suggestions for improvement	Dr Jim Love or Mr Bill Stewart Senior Lecturers Department of Economics University of Strathclyde Curran Building 100 Cathedral Street Glasgow G4 0LN phone: 0141 552 4400 ext. 3866 fax: 0141 552 5589 email: james.a.love@strath.ac.uk wi.stewart@strath.ac.uk

Case Study 7

Postgraduate Teaching Assistants

Department of Government (Politics)
University of Strathclyde

Summary

Postgraduates are employed as teaching assistants in the Department of Government to lead tutorials in the first year of the BA degree in politics. They lead tutorial discussions on set topics and mark students' written work. The Department of Government, supported by the Centre for Academic Practice, has developed an induction and support programme for these teaching assistants the key features of which are:

Pre Semester

- two faculty-based workshops on small group teaching run by the Centre for Academic Practice
- provision of a tutors' handbook

In Semester

- three faculty-based workshops on small group teaching, making presentations and assessment run by the Centre for Academic Practice
- a course briefing meeting and two review meetings run by the Coordinator for Graduate Teaching Assistants
- an essay-marking workshop
- a confidential system for providing tutors with feedback from students

ACADEMIC CONTEXT

In the Department of Government, postgraduate teaching assistants are employed to run small group tutorials in the first year of the BA degree. This is a basic course and the students may or may not be progressing to a politics degree within the Department. There are 350 students enrolled on the course and, along with full-time members of staff, five postgraduate teaching assistants are employed to run the tutorial classes. All the teaching assistants are postgraduate students in the Department.

Tutorials run once a fortnight, beginning in week three of the first semester. There are usually about ten students per tutorial. The topics for each tutorial are set by the coordinator for graduate teaching assistants and are detailed in a tutorial handbook along with readings to accompany each topic. Within this framework the teaching assistants are free to plan and run their individual tutorials. The first meeting of the tutorial group is set aside as a 'getting to know you' session and another session later in the semester is set aside for essay preparation. An informal, exam preparation session is arranged by each tutor before the May diet of examinations. The teaching assistants also mark students' essays.

The University policy on the employment of postgraduate tutors limits their hours of work to six per week. There are documented minutes of departmental meetings which state the Department's position on the use of these tutors in terms of their year of PhD study and when it may be most appropriate for them to teach.

There is a formal policy document provided by the Faculty of Arts and Social Sciences entitled 'Faculty Guidelines for Postgraduate Tutors' (see 'documentation' and *Appendix B*). This outlines the

responsibilities of the postgraduate tutor to a department and the students and the responsibilities that a department has for guiding and supporting the tutor. It also explains the working relationships between the tutor and other members of a department and between the tutor and the student.

PREPARATION AND SUPPORT

The teaching assistants are recruited informally by the coordinator. Newly registered postgraduates are informed that the teaching of tutorial classes is an option available to them from the start of their postgraduate studies. On appointment they receive a letter from the Department detailing rates of pay and hours of work.

The main aspects of the preparation and support programme are shown in *Figure 7.1*.

Postgraduate teaching assistants are required to attend an induction course provided by the Centre for Academic Practice. This course involves five two-and-a-half hour workshop sessions. The first two workshops are held in September before teaching begins. These provide a framework for understanding student learning and for planning tutorials. The other three workshops are spread over the first semester. These workshops provide, amongst other things, an opportunity for the teaching assistants to reflect on their experiences of managing tutorials and to further develop their insight and understanding about effective tutoring.

This course provided by the Centre is faculty-based. It was developed through collaboration with the departments in the faculty and only participants from within the faculty can attend. Hence although it is general to the faculty, specific disciplinary examples are used to tailor the training to the needs of the participants and the discipline. For example, in one workshop the task is to formulate a tutorial teaching plan. For this task each teaching assistant uses a tutorial topic that he/she will teach in the first semester.

A briefing meeting for the teaching assistants takes place in the first teaching week of the year, prior to the commencement of tutorials in week three. The meeting lasts for about an hour and the opportunity is taken to introduce everyone and particularly to allow new tutors to meet with 'old hands'. The content of the whole course is discussed and in particular the 'stand alone' programme of tutorial topics (i.e. they do not follow the lecture programme). This briefing meeting is run by the coordinator and feedback on the process is gathered informally. Tutors report that they appreciate the informality of the meeting and the chance to interact

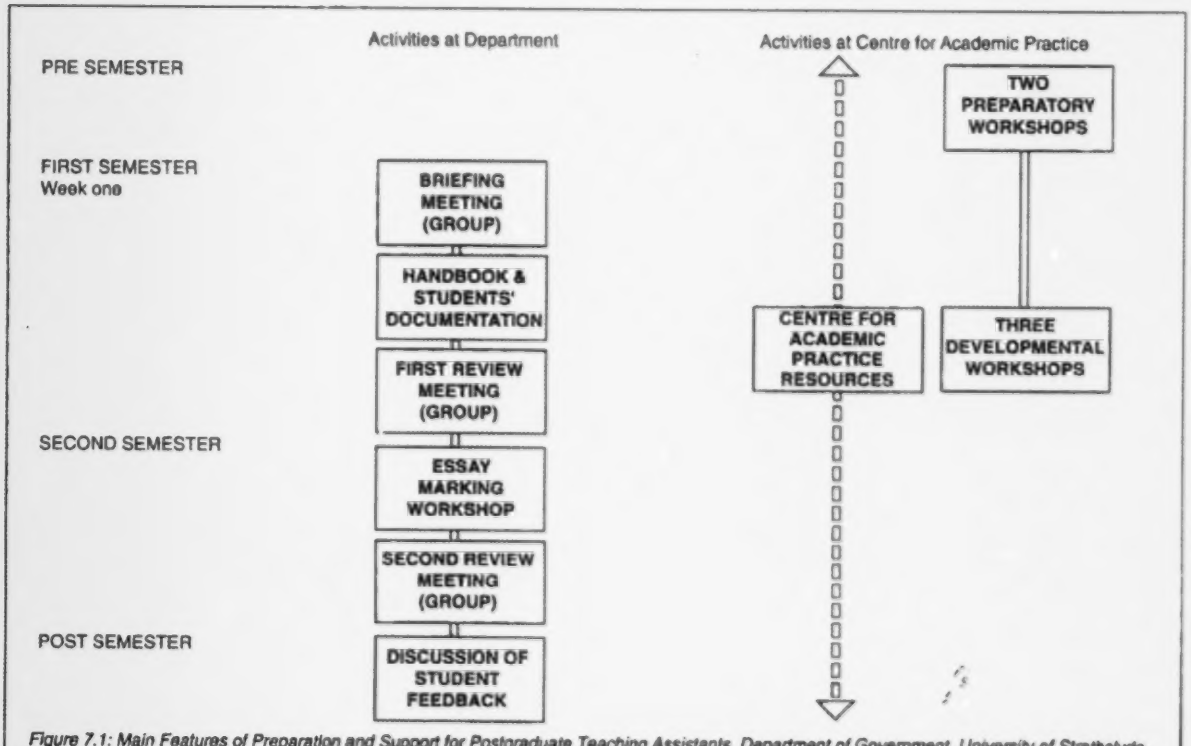


Figure 7.1: Main Features of Preparation and Support for Postgraduate Teaching Assistants, Department of Government, University of Strathclyde

with those with some previous experience. It is an opportunity to have their initial concerns voiced and to receive clarification and reassurance about their roles and responsibilities. The meeting is also an opportunity for briefing the teaching assistants about the social mix of students that they might expect in their groups. This is particularly important if the assistants are new to the University of Strathclyde.

The teaching assistants each receive a 'Handbook for Postgraduate Teaching Assistants in the Department of Government' (see documentation). This contains:

- details of departmental practice with respect to teaching responsibilities
- the programme for the centrally-provided induction and development sessions
- details of the feedback and review sessions
- a paper outlining practical advice about small group teaching in politics
- details of course evaluation procedures.

They also receive copies of the course handbooks given to students. Teaching assistants have access to centrally provided staff development events and they are able to use the resource library of the Centre for Academic Practice.

The coordinator organises two feedback sessions with the teaching assistants, one towards the end of the first semester and another around Easter. These involve open discussion on how the teaching assistants are getting on, together with a review of how the students are coping with the tutorial topics. The tutors are encouraged to share their tutoring experiences and concerns and insights arising from it.

A session on essay-marking is run for the teaching assistants in early March. This is organised by the coordinator and attended by some of the lecturing staff as well. Examples of students' essays from previous years are distributed and marked 'blind' by the participants. The marks are then compared, which introduces a discussion of the marking process.

Teaching assistants share rooms in a building adjacent to the Department of Government. It is recognised that this is not an ideal arrangement and the Department would prefer to have them housed in the same location as the rest of the staff. They have access to resources such as telephones and photocopiers. The views of the teaching assistants can be fed, via their representatives, into the meetings of the postgraduate committee and the staff - student committee. The teaching assistants are included in a number of the departmental social events.

There is no formal appraisal or personal review for postgraduate teaching assistants. However, all students complete a Centre for Academic Practice questionnaire which is used to evaluate the tutors' management of tutorials. The information provided through this is confidential to each tutor and is not discussed within the Department unless the tutor wishes it. Students also complete departmental course evaluation questionnaires which provide further feedback on the content of the tutorials. These are processed within the Department and their contents are discussed with the coordinator.

ACHIEVEMENTS

Close liaison between the Department of Government and the Centre for Academic Practice has done much to ensure that their respective contributions to the programme for teaching assistants complement each other. The centrally provided workshops, which are delivered to postgraduates from across the Faculty, focus on theoretical and process perspectives relevant to tutorial and groupwork teaching. The departmentally-based briefing overlaps and builds on these by introducing the teaching assistants to the details of the politics course, the specific topics with which they will be concerned and by clarifying their roles and responsibilities. A particular benefit to teaching assistants, that stems from the close working relationship that has been established between the Centre and the Department, is the consistency of approach in the use of language and concepts in these induction and orientation sessions.

The quality of the documentation available to the teaching assistants in the Department of Government is particularly noteworthy. The 'Faculty Guidelines for Tutors' provide a comprehensive and helpful orientation to who is responsible for what and where boundaries lie. This assists with the difficult task of seeing how to fit in as a new team member, whilst the departmental handbook complements this wider set of frameworks, by laying out relevant administrative and other documents needed in day-to-day tutoring practice.

Teaching assistants have reported informally that they find the essay-marking workshop particularly useful in raising their confidence about the process of marking.

Other key elements in the support provision are the open style of communication which exists between the coordinator and the teaching assistants which is greatly helped by their small number (five), the review meetings, which act as a support group forum, and the shared accommodation for the assistants which promotes informal support between them.

Documentation	Contact Information
Handbook for Postgraduate Teaching Assistants in the Department of Government - guidance for tutors on their responsibilities; managing tutorials and evaluation of the tutorial programme; also a programme for the training sessions. Code of Practice: Faculty of Arts and Social Sciences: Guidelines for Postgraduate Tutors - booklet containing guidelines for, and responsibilities of, postgraduate tutors in the Faculty; the roles of the head of department, the lecturers and the class coordinator or postgraduate mentor, who is responsible for the tutors in the department Student Handbook - Course Handbook for first year BA Degree in Politics.	Mr Tom Mackie Senior Lecturer Department of Government University of Strathclyde McCance Building 16 Richmond Street Glasgow G4 1XQ phone: 0141 552 4400 ext. 2917 fax: 0141 553 5677 email: t.t.mackie@strath.ac.uk

Section C

Preparation and Support for Workplace Supervisors

	Introduction	43
Case Study 8	**Fieldwork Supervisors** Department of Occupational Therapy, Queen Margaret College, Edinburgh	45
Case Study 9	**Community Practice Teachers** Department of Health and Nursing, Queen Margaret College, Edinburgh	51
Case Study 10	**Supervisors of Undergraduate Hospital Visits** School of Pharmacy, The Robert Gordon University, Aberdeen	57
Case Study 11	**Accredited Clinical Tutors** School of Pharmacy, The Robert Gordon University, Aberdeen	61

Introduction

Many higher education institutions offer undergraduate and postgraduate courses which prepare students specifically for entry into the caring professions. Degree, diploma and masters level courses in health sciences, social work, nursing and subjects allied to medicine for example, offer curricula which embrace an appropriate blend of theory with those practical and professional skills necessary for the care of groups of patients or clients. The theory is most often taught within the academic institution with follow-up consolidation in the field. The applied skills are principally developed through fieldwork placements which are usually compulsory.

In these work placements students are attached to, and work under, qualified professional practitioners such as nurses, occupational therapists, social workers and pharmacists, who offer both teaching and practice supervision. Typically, attachments involve working in one-to-one relationships or with small groups of students attached to the professional supervisor, in a setting such as a hospital, a community health centre, a day centre or a residential home. Placements may be for as little as a single hour or extend over several months.

The general aim of these placements is to provide students with experience of working in a professional setting and so to offer opportunities for them to forge links between the academic content of their courses and practice. Invariably there is a premium also on developing those inter-personal and other professional skills which are vital to meeting effectively the needs of clients and patients. In similar vein, skills for team working within and between professional groups are usually a priority. Perhaps most important of all, working alongside the professional practitioners, who act as role models, enables students to appreciate and to adopt those professional attitudes which are indispensable to effective practice.

The health care and social work professionals who provide this fieldwork supervision are normally full-time employees with their appropriate authorities - for example, health care trusts and social work departments. When teaching and supervising students they usually operate within formalised part-time contracts to the higher education institutions. To enable them to provide effective supervision, the supervisors often receive rigorous preparation and tailored support which reflects, and is consistent with, the ethos and the norms of their professions. Thus, it is common to find a considered and professional approach being taken to preparation for key tasks, such as inducting students to the workplace, building effective working relationships with them and structuring learning programmes which will enable students to achieve the often precisely specified placement objectives. As a fieldwork supervisor may also have sole responsibility for assessment of a student's learning whilst on placement they are typically well prepared for their role as assessors. Again, in keeping with professional norms, they are commonly provided with, and encouraged to make full use of, arrangements such as mentoring and feedback and evaluation processes.

Successful completion of preparation and support programmes can lead to the award of a certificate for the particular role. Where this applies, validation of the training programme lies variously with the higher education institution or the appropriate professional body. Examples of such certificated programmes are included in the four case studies in this section which come from the Departments of Occupational Therapy, and Health and Nursing at Queen Margaret College, Edinburgh and the School of Pharmacy at The Robert Gordon University, Aberdeen.

Case Study 8

Fieldwork Supervisors

Department of Occupational Therapy
Queen Margaret College, Edinburgh

Summary

Compulsory fieldwork placements are undertaken by undergraduates during the four years of the BSc and BSc Honours Occupational Therapy degrees. Practising occupational therapists act as fieldwork supervisors for all of these placements. The fieldwork supervisors help students develop their intellectual skills of problem-identification and problem-solving and to practise and evaluate their clinical skills within the context of occupational therapy practice.

The Department provides fieldwork supervisors with a rigorous programme of training and support, key elements of which are:

- a detailed pre-placement briefing delivered at the placement site
- a four-day course focused on key aspects of teaching, learning and assessment relevant to fieldwork placements
- mentoring support
- access to departmental and institutional resources and teaching and learning activities

Successful completion of the programme results in approval as a fieldwork supervisor.

Responsibility for the organisation, delivery and continued development of the training and support programme lies with two full-time members of staff in the Department - a fieldwork coordinator and a fieldwork tutor who work closely together.

ACADEMIC CONTEXT

Students at Queen Margaret College who study for a BSc/BSc Honours Occupational Therapy degree have to complete a minimum of 1000 hours of fieldwork placements to achieve state registration. The Department of Occupational Therapy makes use of fieldwork supervisors to oversee these placements at each host site, which typically is a hospital, a clinic, a social work centre, an old peoples' home or a day centre.

There are over 200 students on the four-year degree course and each student normally goes out on fieldwork placement once or twice during each academic year, with the placement lasting from five to eight weeks. The management of the fieldwork placements is overseen by a fieldwork coordinator who is supported by a fieldwork tutor. Both these posts are full-time within the Occupational Therapy Department at Queen Margaret College. The Department has built up links with approximately 170 placement sites all over Scotland and the north of England. Within each fieldwork location at least one fieldwork supervisor is identified who will be responsible for each student on placement. These fieldwork supervisors are mainly qualified occupational therapists who are employed full-time in the placement location. Many have been fulfilling this role for a number of years and are well known to the Department.

A broad aim of the undergraduate curriculum is to ensure that students have a level of knowledge and a skills orientation appropriate for the demands of clinical practice in each placement. This is achieved by integrating academic studies and fieldwork placements, thereby linking theory with practice. As an example, identified core and generic skills

are introduced, practised and evaluated in both the academic and clinical contexts.

Throughout, the Department encourages students to develop both a problem-solving and an independent learning approach. A further belief of the course team is that practice also informs theory and an important placement aim is to encourage students' reflectivity and their ability to challenge established professional assumptions and practice. Clinical situations are chosen to achieve these outcomes.

Partnership between supervisor and student is encouraged by joint design of the fieldwork experience, for example in the setting of goals and content for the placement. Assessment of the student's performance on placement contributes to the final degree outcome.

Usually, a fieldwork supervisor is allocated one, occasionally two, students for a placement. The supervisor's roles and responsibilities to the student(s) extend only to supervision for that particular placement and include:

- preparation of a placement framework
- creation of an environment which fosters meaningful learning
- orientation of the student (tailored to the appropriate level i.e. first year, second year, etc.)
- teaching at the appropriate level
- assessment, including final grading
- the provision of ongoing feedback and support.

PREPARATION AND SUPPORT

It is part of the professional culture of occupational therapy that undergraduates are received into hospitals and other community settings to gain practical experience under supervision. Fieldwork supervisors undergo formal preparation for their supervisory role and this is provided by the Occupational Therapy Department at Queen Margaret College. The programme is validated by the College, working to guidelines issued by the College of Occupational Therapists and leads to the award of a certificate of accreditation as a supervisor.

The key elements of the preparation and support, in a typical cycle of the programme, are outlined in *Figure 8.1*. They are:

- a preliminary field placement briefing
- a four-day orientation and preparation course
- mentoring and support activities
- update and networking sessions.

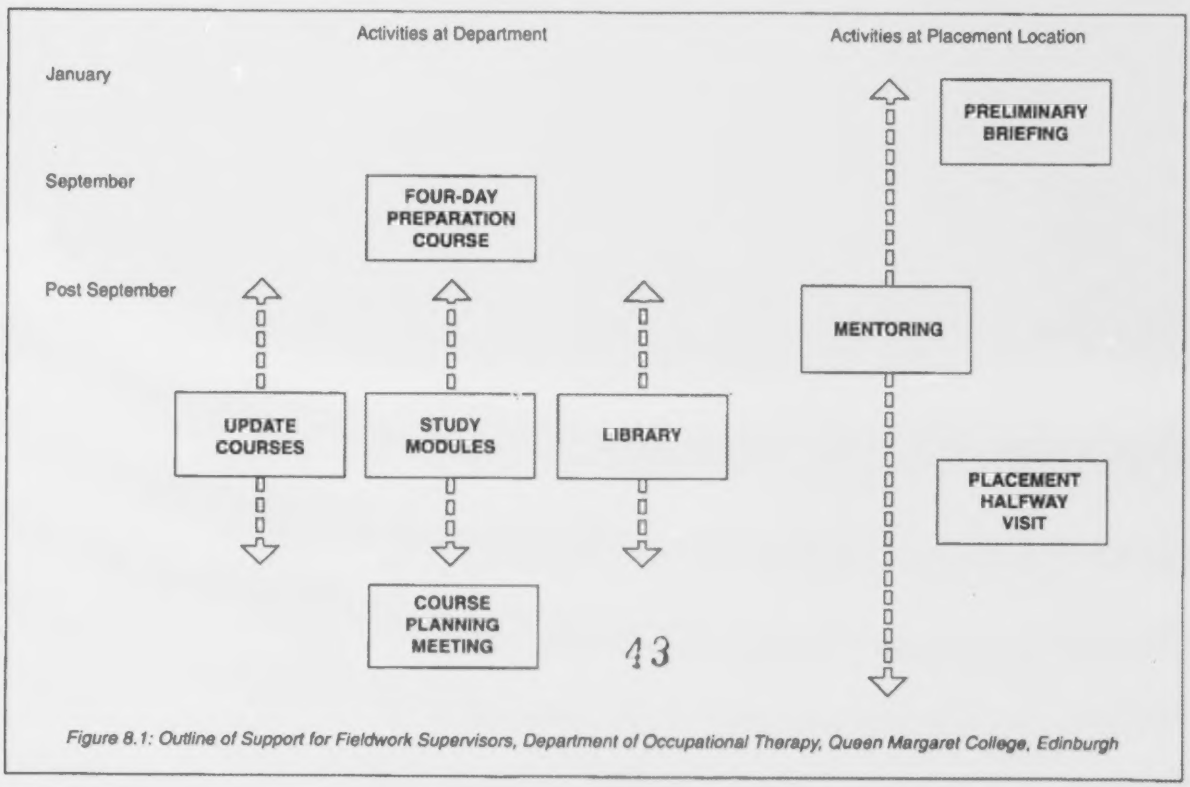


Figure 8.1: Outline of Support for Fieldwork Supervisors, Department of Occupational Therapy, Queen Margaret College, Edinburgh

Field Placement Briefing

The fieldwork coordinator and/or the fieldwork tutor visit each placement location, typically six to nine months before the first students arrive. A comprehensive briefing is given to as many staff as possible who work in the unit. The briefing includes a systematic review of the aims, requirements, course content and expectations for fieldwork placements and what is specifically required of the fieldwork supervisors. The support that will be offered to supervisors by the College is detailed and the importance of support networks for both fieldwork supervisors and students on placement is emphasised. Great importance is attached by the College to these face-to-face meetings with host location staff as open lines of communication are seen as vital to the success of the placements.

Having achieved familiarity with the purposes of fieldwork placements in the occupational therapy course, the fieldwork supervisors then liaise with their students over basic information regarding the placement and may organise a preliminary visit for them before the placement starts.

Four-Day Course

The four-day course runs annually in September and is presented as an introduction to the supervision of students on placement. Twenty-five participants attend and there is a lengthy waiting list for places. The content, summarised in *Table 8.1*, is a blend of aspects of teaching and learning theory with reviews of key topics such as supporting students' learning, assessment, placement management and identification of supervisors' needs, all presented in the context of the occupational therapy undergraduate course and the placement attachments in particular. The course is underpinned by a comprehensive handbook, the Fieldwork Education Supervisors' Course Handbook (FES Course Handbook).

Typically, participants are qualified occupational therapists with one to two years of post-qualification experience. The course is delivered at the College by the fieldwork coordinator and the fieldwork tutor and mixes a variety of approaches including formal inputs and workshop activities. There is provision for feedback from recently qualified graduates, on the value of their earlier course experience, in the light of subsequent field practice. Feedback is collected at the close using the standard monitoring form for modules taught at the College.

All who complete the course receive a certificate of attendance and completion issued by the Department of Occupational Therapy at Queen Margaret College. Participants are assessed by the satisfactory completion of two written assignments of 700 and 1200 words submitted at the end of the first semester.

Mentoring and Support Activities

The fieldwork coordinator and the fieldwork tutor at the College act as mentors to all fieldwork supervisors. They will respond promptly and

	Morning	***Afternoon***
Day One	• Introduction • Identification of Supervisors' Needs and Expectations • Outline of Occupational Therapy Course	• Identification of Sources of Information and Resources • Students' Needs in Fieldwork Placements
Day Two	• Aims, Objectives and Learning Outcomes • Effective Communication	• Effective Management of Issues in Fieldwork Education
Day Three	• Teaching Styles and Learning Strategies	• Looking at Learning • Looking at Teaching
Day Four	• What is Competence? • Assessment of Student Performance	• Process of Assessment • Fair, Realistic and Useful Assessment • Feedback

Table 8.1: Four-Day Course for Fieldwork Supervisors: Content Outline

informally to individual requests for help from either the fieldwork supervisor or the placement manager at the placement location.

During the placement, the fieldwork coordinator, the fieldwork tutor or lecturing staff from the Department make a 'halfway' visit to each fieldwork supervisor and their student. There are four aspects to this visit:

- mentoring of the fieldwork supervisor
- monitoring of the placement experience; for example, 'does the college teaching match with the needs within the placement?'
- consideration of the undergraduate's progress
- helping to inform aspects of the undergraduate course from current practice.

If geography precludes a 'halfway visit' (e.g. an international placement) the work would be carried out by telephone.

Informal feedback is gathered from the fieldwork supervisors at this visit about their own progress and the progress of their students. Feedback is also sought informally from the student about how the placement is going and about how effective each sees their supervisor. Students are also asked to make specific comments on this aspect of their placement in their final report and have to discuss these comments with their supervisors as part of the evaluation of their experiences. The fieldwork coordinator and fieldwork tutor respond to student feedback comments as appropriate, either during the placement itself or immediately afterwards. These feedback processes are seen as very important as the future offer of student placements to Queen Margaret College is vital.

To assist them in their duties, fieldwork supervisors receive all the undergraduate course documentation from the Department, notably the Fieldwork Education Supervisors' Handbook and also the Course Handbook which supports the four-day course. In addition, they receive all the paperwork needed to fulfil their role in the assessment and evaluation of the student on placement.

Updating and Networking

Through a range of additional strategies the Department encourages fieldwork supervisors to maintain links. A mailing list is kept and fliers are sent out inviting them to seminars, meetings and workshops running in the Occupational Therapy Department throughout the year. They are offered places on modules with a view to updating their skills and knowledge. They also have access to the college library.

Fieldwork supervisors' meetings and workshops run once a semester and are used to inform fieldwork supervisors of changes in practice and developments in the course. These events also provide opportunities to exchange experiences and views. Typically 80 attend. The proceedings of the meetings are minuted and distributed to all fieldwork supervisors regardless of who attended. There are also informal meetings between fieldwork supervisors who have set up networks in a specific placement location (in a large teaching hospital for instance) or geographical area. These informal networks are encouraged by the College and the Department responds to requests for attendance and contributions from the fieldwork coordinator as appropriate.

Departmental staff continually seek feedback from fieldwork supervisors about course content. Minor changes are made through regular course-committee meetings. Quinquennial departmental course reviews are attended by three fieldwork supervisors to make sure that the course remains clinically relevant.

ACHIEVEMENTS

The substantial time commitment of 1000 hours which undergraduates spend in supervised and assessed work placements during their four-year BSc honours degree course in occupational therapy points up the critical contribution that fieldwork supervisors make as teachers and assessors. It underlines too the importance of an effective programme of preparation and support for this group of part-time staff who carry the full responsibility for the field-placement teaching and the associated assessments for up to 170 students a year. From the details outlined above it will be evident that the various activities and processes provided by the Occupational Therapy Department in support of the fieldwork supervisors constitute a rigorous and structured programme which is closely focussed on the realities of fieldwork-placement teaching and supervision. A helpful way of drawing out some of the principal strengths and achievements will be to look briefly first, at those features which give the programme credibility for participants, then, second, to take the perspective of the programme managers and draw attention to key elements of their strategy.

The certificated nature of the development and support programme underlines its professional importance for fieldwork supervisors. The practical relevance of the arrangements for the supervisors' day to day work with students is emphasised by several key features, notably:

- holding the initial placement briefings at the field site
- focussing much of the four-day course on processes and procedures for effective placement practice
- ensuring the high quality documentation is practically oriented and supports each stage of the programme
- offering mentoring on a continuous basis, via the fieldwork coordinator and the fieldwork tutor, both of whom have a remit to respond to needs and requests for help as they arise from placement practice.

Turning to indications of how the programme is managed a number of issues warrant comment. The allocation of two full-time posts (fieldwork coordinator and fieldwork tutor) to the programme is tangible evidence of institutional and departmental commitment to providing professional support to this group of part-time staff. The strategy for delivering the programme appears to be a sensitively informed one. For example, on the one hand, a high priority is given to engaging with the needs of the supervisors on their own territories. Holding the pre-placement briefings at the placement sites and offering mentoring in the placement location are good examples of this approach. On the other hand, efforts are made, through a variety of support measures, to keep the fieldwork supervisors in touch with the Department in the College and to ensure that their practical experience and professional insights are fed back into the departmental course reviews. Thus, inviting recently qualified graduates to contribute to the four-day short course and gathering feedback from each supervisor about their supervison experience help to ensure that the further evolution of the development programme continues to be grounded in the realities of supervision practice. At the same time, encouraging the supervisors to use the college library, to attend updating seminars and workshops in the Department and, where possible, to take modules of further study indicate a commitment to supporting supervisors' continued professional development in a wider sense, including keeping them in touch with theoretical development of the subject.

Taken in the round, all of these features and examples point to an important aspect of how the professional culture of occupational therapy works. The commitment here is to an open dialogue between the Occupational Therapy Department and the host units, between fieldwork supervisors and departmental staff and also between the various staff groups and students.

Documentation	Contact Information
Fieldwork Supervisors' Handbook - distributed to all supervisors, contains information about the course in general and detailed information about all aspects of the Fieldwork Studies element of the course Fieldwork Education Supervisors' (FES) Course Handbook - provided for all participants on Fieldwork Education Supervisors' courses; contains information about all aspects of the fieldwork studies element of the course Fieldwork Education Supervisors' Course Programme - distributed to all course participants prior to the course; contains information about the structure and format of the course	Ms Jean Maclean Fieldwork Coordinator Department of Occupational Therapy Queen Margaret College Clerwood Terrace Edinburgh EH12 8TS phone: 0131 317 3804 fax: 0131 317 3810 email: J.Maclean@laith.qmced.ac.uk

Case Study 9

Community Practice Teachers

Department of Health and Nursing
Queen Margaret College, Edinburgh

Summary

Undergraduates studying for their BA or BA Honours degrees in Community Health undertake compulsory work placements. In these attachments they are taught and supervised in one-to-one relationships by community practice teachers all of whom are qualified health visitors or district nurses. During attachments the community practice teachers assist students to integrate theoretical and practical knowledge by helping them identify their learning needs and then, plan, implement and evaluate a learning programme. A key aim is to develop skills for reflecting on practice.

The Department of Health and Nursing provides a programme for new community practice teachers which aims to prepare them to teach and supervise students in a specialist area of nursing practice and to support them during their first experience of teaching. The programme includes attendance at two theory modules taught at Queen Margaret College and one practice module undertaken in the work place.

The theory modules cover the psychology, taxonomies and assessment of learning, and practical guidelines for using different methods of teaching, assessment and programme evaluation. During the theory modules, community practice teachers:

- have access to a personal tutor as well as the course organiser and course teachers
- are provided with extensive supporting documentation and micro-teaching facilities
- have access to the college library
- undertake a compulsory 3000-word assignment linking theory to practice
- are encouraged to be fully involved in feedback processes

Key elements of preparation and support for the practice component include:

- a pre-placement visit by college staff for mentoring and monitoring purposes
- two mentoring and monitoring visits during the placement
- informal support groups
- open access to college staff and material resources
- comprehensive and task-focused documentation

Satisfactory completion of the programme is a compulsory requirement for qualifying as a community practice teacher. Validation of the programme is by Queen Margaret College and the National Board for Nursing, Midwifery and Health Visiting for Scotland (NBS).

ACADEMIC CONTEXT

Students enrolled for the one-year BA and BA Honours degrees in Community Health, in the Department of Health and Nursing, are all registered nurses with at least two years of practical experience. As part of their degrees, students have to complete two workplacements of 12 and 10 weeks duration. Their first 12-week placement is a formative learning experience. Their work in the second placement is formally assessed. Whilst on these placements students are taught and supervised in one-to-one relationships by community practice teachers who are either health visitors or district nurses.

The broad aims of these work-based learning attachments are to enable the students to demonstrate an ability to apply the theory and information gained from earlier teaching, to nursing practice, and also to gain practical experience of nursing and the particular forms of learning that can be derived from such experience.

A distinctive, portfolio-based approach is taken in pursuit of a comprehensive programme of 25 objectives which emphasise the skills and attitudes required for effective professional practice of community health as a specialist practitioner. A special premium is placed on developing the students' skills of reflection and self assessment as means of enhancing critical self-awareness as a professional. This portfolio-based learning is pursued in the close day-to-day relationship with the community practice teacher who encourages the student to be a partner in assessment, to provide feedback on performance and to reflect on the significance of the learning which takes place on placement.

In Lothian, at the time of this case study, there were 12 health visitors and 12 district nurses acting as community practice teachers. The duty is a full-time one while a student is under supervision. This case study focuses on the support provided to aspiring community practice teachers as they prepare for and undertake their first experience of teaching and supervising a student.

Responsibilities of the community practice teacher

A community practice teacher manages all aspects of the learning programme for the student they take on placement. Their specific responsibilities include:

- hosting a preliminary induction visit for the student at the workplace location
- reviewing the CV, career resumé and 'areas of interest' information which is presented by the student
- devising a programme of visits to develop a student's knowledge and understanding of community health and community health practitioners
- selecting a varied and manageable case load to enable the student to meet the workplace learning objectives
- discussing the student's progress at regular scheduled meetings
- devising, with the student, appropriate assessment methods to be used - for example, observations or a written case study
- carrying out an interim, formative assessment of the student's portfolio of work, part-way through the placement
- providing summative assessment statements about the student's ability to integrate theory and practice, and his/her professional attitudes and interpersonal and organisational skills
- monitoring the placement experience in discussion with a visiting, college lecturer and the student.

PREPARATION AND SUPPORT

The Department of Health and Nursing at Queen Margaret College has built up close links with local National Health Service Trusts and more widely in Scotland. It is accepted practice that health visitors and district nurses become community practice teachers as part of their continuing professional development and that they apply to the College to take part in the compulsory preparation programme.

Successful completion of the programme leads to registration with the United Kingdom Central Council of Nursing, Midwifery and Health Visiting (UKCC). This carries entitlement to a higher payment scale in recognition of the duties of supervising students. The training programme has been validated by both Queen Margaret College and the National Board for Nursing, Midwifery and Health Visiting for Scotland (NBS).

Programme Philosophy

The programme of preparation and support offered to community practice teachers is underpinned by

the following beliefs about the nature of professional practice and responsibility:

- the professional person has a responsibility to pass on embedded knowledge acquired from practice and experience
- the dynamic health-care system demands education-for-change
- autonomous practice requires the ability to self-assess
- professional people benefit from shared learning.

The educational philosophy informing the programme recognises that course participants are well-motivated adult learners with an extensive professional knowledge base and acknowledges the following principles of adult learning:

- ownership lies with the participant
- the process of learning is as important as the outcome
- participants should be active and self-directed in their learning.

The course team believes that a programme preparing teachers for practice must demonstrate what it preaches and be open and responsive to critical scrutiny by those who take it. Further, that teaching and learning are not confined to an institution and that placement-based learning is an integral part of the educational process. The potential richness of learning opportunities in the clinical area must be recognised, valued and exploited.

Programme Details

The programme undertaken by the community practice teacher is summarised in *Table 9.1*.

Theory Modules

For the two theory modules (Teaching for Practice A and B) participants attend the College for three hours a week (Wednesday afternoons) over 24 weeks and two semesters. The practice module C, is normally taken in the following year. Participants have up to three years to take their first student on placement and so complete the community practice teachers' course; otherwise they have to do an update of the two theory modules.

The aim of the theory modules is to equip the community practice teachers with theoretical and practical frameworks and guidelines, so that they can help a student to assess their own learning needs effectively and also to plan, implement and evaluate a personal learning programme during the practice module C. Over the two semesters participants learn to evaluate critically, theories of learning and their significance in relation to learning from placements. They also learn to assess individual learning needs, to plan learning programmes which combine theory and practice and to implement and evaluate them and to critically appraise relevant educational research. The methods used include interactive lectures, seminar presentations and discussions, demonstrations, role plays and micro-teaching. A compulsory written assignment of 3000-words provides an opportunity for each participant to link one area of theory to practical experience of nursing. These are assessed by the College tutors and an external examiner looks at all of them.

A wide array of support measures is available to course participants during these first two modules. Each has a discipline-specific course tutor who is a health visitor or a district nurse. These can be called upon as need arises whilst the course organiser and the other course teachers provide advice and guidance on a week-by-week basis. Extensive use is made of micro-teaching sessions in which self-

Module	*Focus*	*Location*	*Duration*
Teaching for Practice A	Theory	QMC	12 x $^1/_2$ day: semester 1, year 1
Teaching for Practice B	Theory	QMC	12 x $^1/_2$ day: semester 2, year 1
Teaching for Practice C	Practice	Community	12 weeks fte: year 2

Table 9.1: Structure of Programme for Community Practice Teachers

and peer-feedback processes are used. Experience shows this approach encourages the formation of informal support groups. The teaching is underpinned with detailed and high quality documentation (see documentation).

Quality assurance procedures both formal and informal, internal and external, are prominent. Informal and continuous feedback from participants to the course organiser is encouraged so that the teaching can be sensitive to change as it unfolds. Results from formal written feedback which is gathered at the end of the 'Teaching for Practice B' module are fed by the course organiser into the course review process undertaken annually by the Post-Registration Board of Studies. External monitoring of quality is undertaken by the professional officer from the National Board, who visits annually to review course content and delivery and who takes the opportunity to consult with course participants from each of the nursing disciplines.

Practice Module

The Teaching for Practice Module C is the occasion when the prospective community practice teachers take their first students on placement. In November, prior to the initial placements starting in January, the participants attend the College for an update on professional issues and a discussion of the forthcoming placements. These updates provide opportunities for sharing practical experience and are seen as a valuable aspect of continuing professional development.

Once the practice placements commence, supervision of the prospective community practice teacher is carried out by staff from the College. Again a personal tutor is assigned to each. The course team from the Department of Health and Nursing make two placement visits to all community practice teachers and their undergraduates also. These are valuable opportunities for providing mentoring support, as well as monitoring the placement experience from both the trainee and student perspectives. Throughout the practice module, the community practice teachers develop a practice diary. This includes a record of their work with the student and reflections on this practice. Scrutiny of the diary is a principal element in the assessment and is undertaken by lecturers from the College.

Outside these set visits, college staff are available to provide advice and guidance should this be necessary, whilst community practice teachers may request additional visits or call into the College to seek advice or discuss concerns at any time.

It is common for informal support groups to be formed, either amongst those working in close geographical proximity, or between those who meet up at the theory modules (A and B) and at the November briefing session.

The cycle closes with an evaluation session each September which is held at the College. This involves community practice teachers and staff of the Department of Health and Nursing in reviewing the student placements and the proposed procedures for the succeeding year.

ACHIEVEMENTS

Within the community nursing profession acquiring accredited status as a community practice teacher is seen as a valuable and worthwhile aspect of continuing professional development. Consistent with this, the preparation and support programme provided by the Department of Health and Nursing for those seeking accreditation is subject to rigorous validation and review processes operated by Queen Margaret College and the National Board. A significant consequence is that supporting the development needs of community practice teachers is informed by a coherent philosophy, a major aspect of which is to stress continually the connections and interplay between theory and practice. This is evident in the overall structure of the support programme. Thus, twelve days full-time equivalent are devoted to studying theories, frameworks and guidelines relevant to one-to-one supervising and teaching practice, before responsibility for the first student is assumed in the work setting. Moreover, there is a progression within the two theory modules. The emphasis in the first is on theories about teaching and learning. These then inform the consideration of methods and approaches to teaching undertaken in the second theory module.

The interplay between theory and practice is exemplified too in the approaches adopted by both community practice teachers and their students during the placements. The community practice teachers draw on the concepts and frameworks reviewed in the theory modules both to work in partnership with their students to design, structure, implement and evaluate a learning programme and to learn from this experience by maintaining their reflective diaries. For undergraduates too, time spent on work placements is used to begin to connect theoretical knowledge, acquired in their hitherto college-based learning and teaching, to the real lives of patients and the practice of caring for them.

50

The specific support measures provided are designed appropriately for the theory and practical stages of the programme and are geared to supporting an increasing degree of independence on the part of the community practice teachers as they make progress. An important underlying aim, consistent with adult learning theory, is to ensure that participants can draw on their minimum two years of practice experience to inform their own approaches to field teaching and supervision. To assist them with this task during the two theory modules, they have at their disposal a wide array of department and college resources including course documentation and library facilities, technical services and equipment for micro-teaching as well as staff resources for advice and guidance via their tutors, course organisers and other teachers.

All of these support measures continue to be available to participants when they move to the practice module, but the sensitive challenge at this stage, for the programme presenters, is to strike a balance between offering support and fostering the independence and professionalism of the emerging community practice teacher in the work setting.

Three particular aspects of the provision dovetail here. Keeping a reflective diary of accumulating teaching and supervision experience underlines the responsibility of each community practice teacher for their own learning and ensures that this experience serves a developmental as well as a formative assessment function. The two visits by college staff also serve dual purposes. On the one hand, they provide opportunities for mentoring whilst at the same time, they remind the community practice teacher of the need for high professional standards by serving as placement monitoring visits. Finally, from the viewpoints of both the community practice teacher and the undergraduate, the fact that this first joint-experience is designed as a formative learning experience helps to relieve stress on both.

Ultimately, what emerges as important in this case study, is the pervading sense of integration between the underlying philosophy and the design, the structure and the implementation of the support measures. Thus, an explicit philosophy informs both the theory and practice modules; the content of the theory modules is a preparation for practice; there are strong working connections between college staff and those in community settings. The goal too, is an integrated one - ensuring that the aspiring community practice teacher can work effectively in a learning partnership with the student. The degree to which effective learning partnerships are achieved is the Department's measure of its success in providing an effective preparation and support programme for this group of part-time staff.

Documentation	Contact Information
Training Module Descriptors - overview of the course details Module Evaluation Forms - generic departmental form for gaining student feedback Placement Assessment Booklet (Green Booklet) - basis of community practice teacher assessment for Module C Programme of Briefing Sessions - overview of information sent to community practice teachers and managers at start of each academic year Pro forma for Evaluation of Practice Preparation - form used to gain feedback on effectiveness of briefing sessions and preparation of students for practice placement.	Ms Ishbel Rutherford Course Leader Department of Health and Nursing Queen Margaret College Clerwood Terrace Edinburgh EH12 8TS phone: 0131 317 3572 fax: 0131 317 3573 email: I.Rutherford@mail.qmced.ac.uk Ms Lindesay Irvine Course Leader Department of Health and Nursing Queen Margaret College Clerwood Terrace Edinburgh EH12 8TS phone: 0131 317 3565 fax: 0131 317 3573 email: L.Irvine@mail.qmced.ac.uk

Case Study 10

Supervisors of Undergraduate Hospital Visits

School of Pharmacy

The Robert Gordon University, Aberdeen

Summary

Hour-long hospital visits are undertaken by groups of third-year undergraduates studying for the M Pharm honours degree at the School of Pharmacy. The visits are supervised by National Health Service clinical pharmacists who provide a professional role model for the students and help them practise skills and strategies for patient interviewing, problem identification and patient/drug management.

Prior to taking their first students, new supervisors attend a compulsory preparatory workshop led by the staff of the School of Pharmacy. Each then receives the following additional support measures in a one-to-one relationship:

- a briefing meeting at the clinical setting
- observation of supervision practice and debriefing/feedback afterwards
- mentoring

Responsibility for the briefing and support programme and its continued development lie with two members of the School of Pharmacy staff.

ACADEMIC CONTEXT

Undergraduate students in the third-year of their M Pharm honours degree undertake two compulsory one-hour hospital visits during the year. There are typically 90 students involved and they go out on hospital visits in groups of 30. These 30 are split up into groups of about six or seven and each group is allocated to a clinical pharmacist in the hospital for the duration of their visit.

Each clinical pharmacist is responsible for the teaching and the supervision of all students in a group whilst they are in the work setting. There are four aspects to the role:

- they select suitable patients for the students to interview
- they act as a role model for the students. By spending time with the qualified pharmacist students can see at first hand how a professional approaches and relates to patients and elucidates and interprets information
- they supervise students' interviews with patients. In their contacts with patients students are encouraged to take a systematic approach by practising those clinical skills of observation and analysis, and of patient questioning and data interpretation, which are central to clinical pharmacy practice
- they provide a debriefing opportunity for the students at the end of the visit.

These initial, supervised, patient contacts provide students with a foundation for further unsupervised clinical work in the fourth year of undergraduate study.

PREPARATION AND SUPPORT

The School of Pharmacy at The Robert Gordon University provides a structured and phased programme to support the clinical pharmacists who act as undergraduate supervisors. This is focused on the first occasion that they are to receive students.

Prior to the arrival of the students the supervisors attend a two-hour workshop which is run by a member of the University staff. It is presented at a local hospital for the convenience of the National Health Service staff.

The School insists upon the two-hour workshop being undertaken before a clinical pharmacist can accept undergraduates on a hospital visit. The workshop is delivered every two years when demand merits it. The member of the course team who runs it maintains an informal network of colleagues who provide a pool on which to draw.

The workshop concentrates on small-group teaching methods with particular emphasis on strategies which supervisors can use to maximise the benefits that students derive from their clinical visits. Key topics covered are:

- objectives of ward-based clinical pharmacy teaching
- tutors' roles
- strategies for encouraging students to participate, and questioning styles

A particular aim of the workshop is to encourage thinking about how best to structure student visits. This issue is systematically reviewed against a background of the existing knowledge base of the undergraduates who will be taking part in the visit.

The importance of gathering feedback from teaching is underlined towards the end of the workshop by inviting participants to draw up a checklist which can be used during their first visit from students as a basis for feedback and review.

A one-to-one briefing and planning meeting is then held at the hospital just three hours before the students make their first visit. A member of the course team from the School of Pharmacy visits the hospital-based clinical pharmacist and together they review suitable patients to be seen during the visit and run through the learning opportunities they present. During the students' visit the course-team member observes the teaching of the group by the clinical pharmacist and makes observations on the feedback and review checklist which was drawn up at the initial training workshop. At the close of the visit a debriefing session is held with the clinical pharmacist and the observations from the course-team member are fed into that session.

Informal mentoring is available to the clinical pharmacist as and when needed, from the course-team member with whom there is regular professional contact.

ACHIEVEMENTS

If students are to view workplace visits as more than entertaining or boring occasions away from lectures and tutorials then the manner in which the staff structure and lead these learning experiences is critical. For a visit to be fruitful for students, staff need to prepare thoroughly, to be actively engaged during the event and to be reflective about it afterwards. The preparation and support measures for clinical pharmacy supervisors detailed above are structured to achieve these ends. The School's view is that tailoring these measures around the supervisor's needs for the placement experience enables students to get much more from the hospital visits than they would do otherwise.

From the new supervisor's perspective, focussing on the first hospital visit emphasises the immediate and practical relevance of the support and is an economical use of time. The content of the initial workshop is built on at the individualised briefings when the mentor assists with the selection of cases and structuring of the students' visit. During these briefings the mentor can model good supervision practice and do likewise during the observation of the first supervision and the attendant debriefing and review.

Each of these support and development activities involves clinical pharmacy peers who work from common frameworks of disciplinary expertise and understanding. It is this shared professional culture which makes the informal and ongoing mentoring from the School of Pharmacy acceptable to those supervisors who feel they need additional support. Ultimately, it is the professional culture within the discipline, with its commitment to preparing rigorously for human-focused tasks, which informs the preparation and support programme outlined here.

Documentation	Contact Information
Training Workshop Handouts - this documentation is a collection of brief papers detailing session objectives and activities with guidance notes to enable the participants to complete the activities.	Mr Derek Stewart Lecturer Practitioner School of Pharmacy The Robert Gordon University Clarke Building Aberdeen AB10 1FR phone: 01224 262432 fax: 01224 626559 email: d.stewart@rgu.ac.uk

Case Study 11

Accredited Clinical Tutors

School of Pharmacy

The Robert Gordon University, Aberdeen

Summary

Postgraduate students are supervised by accredited clinical tutors during compulsory work placements which form part of the programme for the Diploma in Clinical Pharmacy. The clinical tutors help students develop interpersonal and drug management and monitoring skills appropriate to the practice of clinical pharmacy.

Those seeking to be accredited as clinical tutors are provided with a programme which includes the following key elements:

- an individual orientation session
- a two-day Introductory Course on 'Tutoring Skills and Key Issues in Clinical Pharmacy Practice'
- a briefing about workplace supervision and workplace assessment
- two support and monitoring visits by staff from the School of Pharmacy
- mentoring as required
- documentation at all stages of the programme

Completion of this programme leads to accreditation as a clinical tutor and the award of a certificate from the University.

Responsibility for presenting the training and support programme and for its continued development lie with two members of the School of Pharmacy staff.

ACADEMIC CONTEXT

The Postgraduate Diploma in Clinical Pharmacy runs as a distance learning course. It can be taken in a year of full-time study or in up to four years part-time. Students taking the hospital option undertake a compulsory work placement of four weeks (hospital work experience), where they are taught, supervised and assessed by accredited clinical tutors. This four-week block is split into three weeks of experience with a tutor working in general medical wards followed by one week with another tutor in a specialist clinical area. The tutors are practising professional pharmacists employed by National Health Service Trusts.

During their hospital work experience, diploma students learn how to create and to carry out a clinical care plan with patients. This process is central to the hospital practice of clinical pharmacy. Working through it under supervision enables students to learn essential practical skills and appropriate professional attitudes. Key tasks include producing patient profiles, identifying and managing problems, monitoring patients' progress, producing patient-counselling records and counselling patients. Students are assessed on their ability to demonstrate competence at these skills under everyday hospital pressures.

When a clinical tutor has a student on attachment, approximately ten hours per week should be allocated to the teaching and supervisory role. Their principal responsibilities include:

- orienting the student to the work place setting
- acting as a role model
- demonstrating and teaching professional skills
- supervising the student's work with patients

- assessing the student's performance and completing the assessment schedules.

PREPARATION AND SUPPORT

Prospective clinical tutors undertake a compulsory programme of preparation which is provided by the School of Pharmacy. Completion of the programme leads to the receipt of a certificate of accreditation from the University. Recruitment to the programme is in the hands of the organiser who is a senior member of the academic staff in the School of Pharmacy. Individuals in local National Health Service Trusts are approached personally, with ex-diploma students being targeted principally. As a result of this strategy a network of qualified clinical tutors is developing in the area.

The principal elements of preparation and support are shown in *Figure 11.1.* and will be outlined in the order in which they occur.

The two-day introductory course runs as and when the need arises for each new batch of participants. In practice this is every two years. It is presented by staff of the School of Pharmacy, at a time to fit in with the professional commitments of the prospective tutors, all of whom are practising professional pharmacists - thus it has been presented over two consecutive days but also over four afternoons.

The content of the two-day course (see *Table 11.1*) reflects the priorities with which clinical tutors are concerned when they take a diploma student for hospital work experience. The key themes are one-to-one tutoring skills, how to assess the student's performance at key clinical tasks and a review of the full range of tutor's duties. In order to optimise use of time during the two days, participants are asked to undertake preparatory work, for which they receive a course handbook which includes pre-course reading (see documentation), a self-study guide and some self-assessment questions. In this preparatory work they are asked to reflect on what they have been doing up to this stage in their careers and the significance of that prior experience for their coming role as a tutor. They are encouraged too, to begin to think about key issues and principles of education and development, such as objectives and assessment procedures. All of this feeds into and is built on during the two-day training course.

Participants complete a written course evaluation at the end of the two days. This has been drawn on to adapt the course since its inception in 1990.

Following the two-day course the new clinical tutors take their first diploma students for four weeks of hospital work experience. During this period staff from the School of Pharmacy make a series of visits to the placement site to offer guidance and support to the tutor and to monitor the placement experience (see *Figure 11.1*).

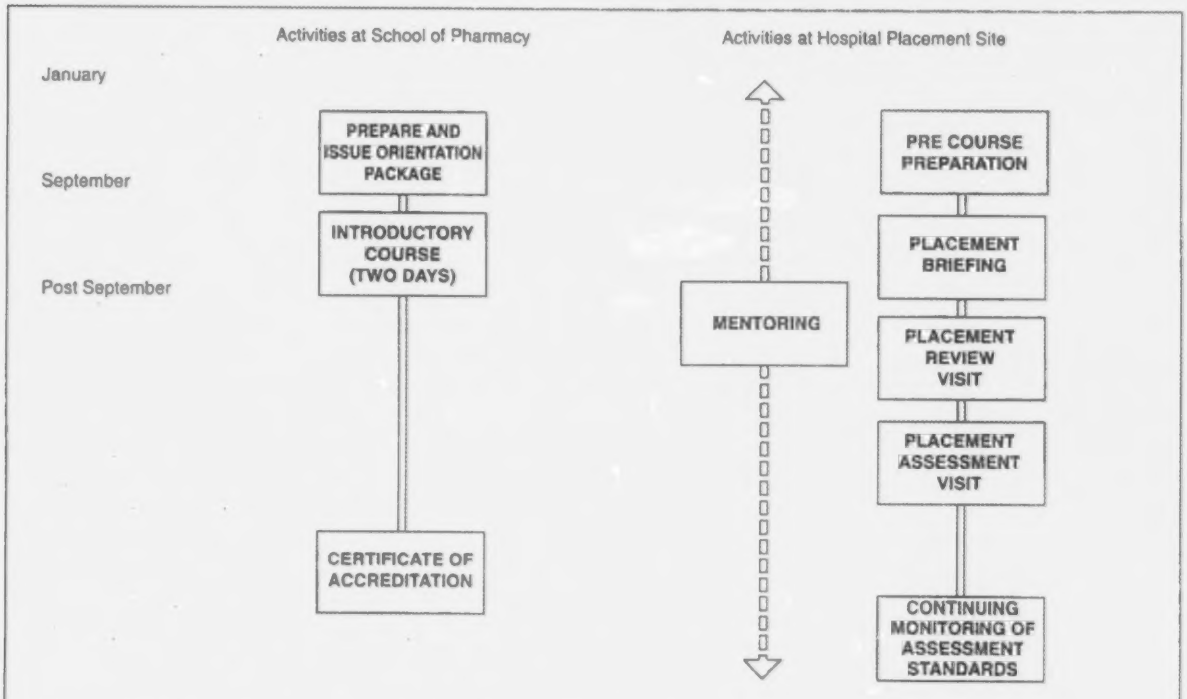


Figure 11.1: Main Elements in Preparation and Support Programme for Clinical Tutors, School of Pharmacy, The Robert Gordon University, Aberdeen

Day 1			
	Morning	One-to-one Tutoring	
	Afternoon	Assessment I	Prescription Monitoring Patient Profiles
Day 2			
	Morning	Assessment II	Problem Management Patient Monitoring Drug History Taking
	Afternoon	Assessment III	Counselling Records Patient Counselling Case Presentations
		Overview of Tutors' Duties	

Table 11.1: Content of Two-Day Course

The first visit, just prior to the arrival of the student on placement, is a briefing visit. This provides an opportunity for tutors to receive copies of assessment pro formas, to review any particular needs and also to agree contact and working arrangements with the School of Pharmacy staff. Subsequently, when the placement is underway, one or more mentoring and monitoring visits are made depending on the perceived needs of the tutor and the student.

Finally, the tutor receives an assessment visit which focuses on tutoring performance. This visit can take different forms. For example, the visitor may sit in on a one-to-one tutoring session between the tutor and diploma student. Observation of the session and completion of a checklist provide a basis for assessment, feedback and review. Where a tutor has marked a student's written assignment, the marking will be reviewed by the member of the School's staff. Again, this provides a basis for discussion. If the member of the School's staff feels it necessary they will offer a period of mentoring and further assessment will be offered until there is satisfaction that the tutor can stand alone.

In addition to these support and assessment visits there are a number of ways in which monitoring the quality of the hospital work experience takes place. As a check on standards, all assessed work undertaken by a placement student from any one tutor is collected and reviewed by a member of the course team. Additionally, at the end of their placements, diploma students complete a course appraisal form which includes feedback on the supervision and tutoring they have received. This information is reviewed by School of Pharmacy staff who will raise any reported concerns with the tutor.

The mentoring support provided by the School continues informally after accreditation of the clinical tutor. Indeed, continued professional contact between the School of Pharmacy staff and professionals working in the local and regional National Health Service Trusts, is encouraged by both parties. Thus, support continues to be available for tutors by personal or telephone contact should they wish to discuss anything about students on placement. At a strategic level the course leader attends University/National Health Service Trust liaison meetings where issues relating to the developments for clinical tutors can be discussed with pharmacy managers.

ACHIEVEMENTS

As with the previous example this case study, based in the School of Pharmacy at the Robert Gordon University, also focuses on preparing tutors in clinical pharmacy for duties in a National Health Service setting. Here too, the approach to preparation and support is informed by the same professional ethos and commitment to high standards that were illustrated in the previous example. In this case an additional dimension is the certificated status of the development programme. This emphasises the importance of continued development as part of the professional culture of clinical pharmacy and reinforces the motivation of both providers and participants in the clinical tutors' programme.

The credibility of the programme of preparation and support is increased by being crafted to address the practical needs of prospective clinical tutors taking students on placement for the first time. Its relevance to tutoring practice is transparently clear. Moreover, it is delivered by staff who have acquired years of practitioner experience. In the same vein, the staged provision of the key events in the programme before, during and in follow-up to a new tutor's initial hospital placement, ensures support is focussed on immediate needs arising from practice. Taking things in steps also helps avoid overloading the new tutor. Documentation is dovetailed-in to support each stage. As examples, the tutors' handbook provides initial orientation to teaching in clinical settings; the assessment procedures are firmly bolstered by criterion-referenced assessment sheets; written feedback forms are specially designed for use with both the two-day course and the workplace experience.

Mentoring is a further noteworthy feature in this case study, being both formal and informal. Formal mentoring is considered appropriate for the placement visits but at other times an informal approach, which suits the culture of the profession, is pursued. In this connection, it is interesting to note that periodic informal monitoring of assessment standards continues after a clinical tutor receives accreditation. These illustrations all underline the strong linkages which exist between the School of Pharmacy and its staff and the field settings and their clinical practitioners.

Finally, a hidden but significant dimension of this case study concerns the origins of this development programme. Its innovation owes much to the efforts of one academic clinical pharmacist who, some years ago, undertook the generic, open learning, tertiary level teaching course provided by the central Educational Development Unit at the University. Encouraged, and professionally informed by that experience and its work-based assessment, she returned to the School of Pharmacy and acted as a catalyst to develop the provision outlined above.

Documentation	Contact Information
Tutors' Handbook Training Workshop Documentation	Dr Janet Krska Reader School of Pharmacy The Robert Gordon University Clarke Building Aberdeen AB10 1FR phone: 01224 262432 fax: 01224 626559 email: j.krska@rgu.ac.uk

Section D

Preparation and Support for Demonstrators

	Introduction	67
Case Study 12	**Senior Demonstrators and Postgraduate Demonstrators** School of Biological and Medical Sciences, University of St. Andrews	69
Case Study 13	**Quality Control of Demonstrating: Role of the Applications Supervisor** School of Applied Seiences, The Robert Gordon University, Aberdeen	73
Case Study 14	**Using Video to Develop Demonstrators' Teaching Skills,** Department of Geology and Applied Geology, University of Glasgow and Centre for Teaching, Learning and Assessment, University of Edinburgh	77

Introduction

Undergraduate courses in the physical and biological sciences, in engineering and in some social sciences frequently include practical classes which students undertake in the laboratory or in the field. In these practicals students come to see how knowledge is derived by experiment and application and have opportunities to connect theory gained from their lecture courses to practice. In so deepening their understanding of the scientific method, students develop organisational, manipulative and observational skills. Additionally, work in practical classes assists students to develop their intellectual skills of analysis, synthesis and critical reflection and practical skills of verbal and written presentation as well as teamworking. Last, but by no means least, laboratory and field work experiences help students shape professional attitudes appropriate to their chosen disciplines.

In these laboratory and practical classes, demonstrators, who are often postgraduate students undertaking study for a higher degree, are the members of staff who tend to be in the front line of teaching and learning. They are not, of course, solely responsible for students' learning from practical classes; rather they work as members of teams which include also lecturers, tutors and technicians. However, it is the demonstrator with whom the majority of students will have most frequent contact during practicals. In consequence, their role is pivotal in guiding students through the various stages of setting up, working through, recording and analysing the results of experiments, field trials and surveys. Often too, demonstrators play a key role in assessing the outcomes of students' laboratory and fieldwork. Thus, by helping students broaden their range of practical skills, and assisting them to tackle problems with clear-sightedness, as well as rounding out their understanding of course subject matter, demonstrators can have a profound impact on the quality of their students' learning.

For many, taking up a demonstrator post will be their first acquaintance with teaching. As a result they have a wide range of induction and development needs, including a grounding in theory and skills appropriate to teaching in practical classes. Key elements include safety procedures, roles and responsibilities in the teaching team, assessment skills and acquaintance with the specific course content, structures and logistics within which they will be working. At present these needs are addressed at a variety of different levels in higher education. Most commonly preparation is provided at the department level where demonstrators can receive orientation from team members in the context of the specific courses on which they will teach. A notable trend in recent years has been the grouping of departments into Teaching Organisations or Schools and the needs of demonstrators are often also addressed at this level. Some central staff development units too offer generic courses for demonstrators.

The case studies presented in this section come from each of these levels. A programme with a strong mentoring component is reported first from the School of Biological and Medical Sciences at the University of St. Andrews. This is followed by a review of a common approach to both demonstrator preparation and delivery of teaching in laboratories across the School of Applied Sciences at The Robert Gordon University, Aberdeen. Finally, an innovative approach to developing the teaching skills of demonstrators is reported from a university-wide course run by the Centre for Teaching, Learning and Assessment at the University of Edinburgh, based on a video resource from the Department of Geology and Applied Geology in the University of Glasgow.

Case Study 12

Senior Demonstrators and Postgraduate Demonstrators

School of Biological and Medical Sciences
University of St. Andrews

Summary

At the School of Biological and Medical Sciences at the University of St. Andrews, undergraduates in all years of their degree studies take laboratory classes in which they are taught by demonstrators. In first-year and most second-year classes students are taught by more experienced senior demonstrators. In later years students receive teaching mainly from postgraduate demonstrators. Preparation and support measures are tailored to the needs of each demonstrator group. For new senior demonstrators these include:

- a generic induction course
- a follow up course on Tutoring and Assessment at the University of St. Andrews
- informal mentoring from a senior course organiser
- a formal appraisal process after their second year in post

The programme for postgraduate demonstrators includes:

- attendance at the University of St. Andrews' Tutoring and Assessment Course
- an orientation lecture on demonstrating
- an opportunity to shadow a senior demonstrator
- a mentoring arrangement with a senior demonstrator
- weekly briefings from a course organiser

Both groups of demonstrators are fully involved in the course monitoring and feedback procedures which are used to inform the following year's teaching.

ACADEMIC CONTEXT

In the School of Biological and Medical Sciences at St. Andrews up to 550 undergraduates are enrolled on courses leading to biological sciences degrees at any one time. Additionally, some 300 medical students undertake three years of pre-clinical studies within the School before transferring to the University of Manchester for their clinical studies. Laboratory practical classes are a significant element in the curricula of both sections of the School and laboratory demonstrators play a key role in the teaching. This case study focuses on the preparation and support provided for demonstrators who teach in the biological sciences courses.

In common with practice elsewhere, laboratory classes serve a range of purposes. Development of discipline-specific skills of observation, analysis and critical reflection have a high priority, as have those practical skills for teamwork, project work and verbal and written presentation. A conscious strategy is used to ensure that as students progress through first to second year and on to their honours years, they take progressively more responsibility for their laboratory performance and their learning from these classes. Goals for first-year students are to increase their skills of handling biological materials and in following instructions, to raise their self confidence in working in the laboratory environment. Success in getting students to take

significant responsibility for their own actions and outcomes in the first year can then be built on in the second and subsequent years.

This strategy has major implications for the way that demonstrators are allocated and the duties they undertake. Two categories of demonstrator are employed. One group, known as senior demonstrators, consists of post-doctoral staff appointed to 'demonstratorship' posts on ten- month contracts, usually over a period of three years. The other group are postgraduate students studying for a higher degree. Starting from the premise that it is first-year undergraduates who have the greatest need for learning support and guidance, the senior demonstrators - those holding demonstratorships - are assigned to first-year classes. The experience and professionalism that they bring to the laboratory, and the role models that they offer, are held to greatly enhance the learning potential of first-year students. This is aided by students being allocated to senior demonstrators in groups of ten to twelve and their remaining with the same demonstrator throughout a course of practical classes.

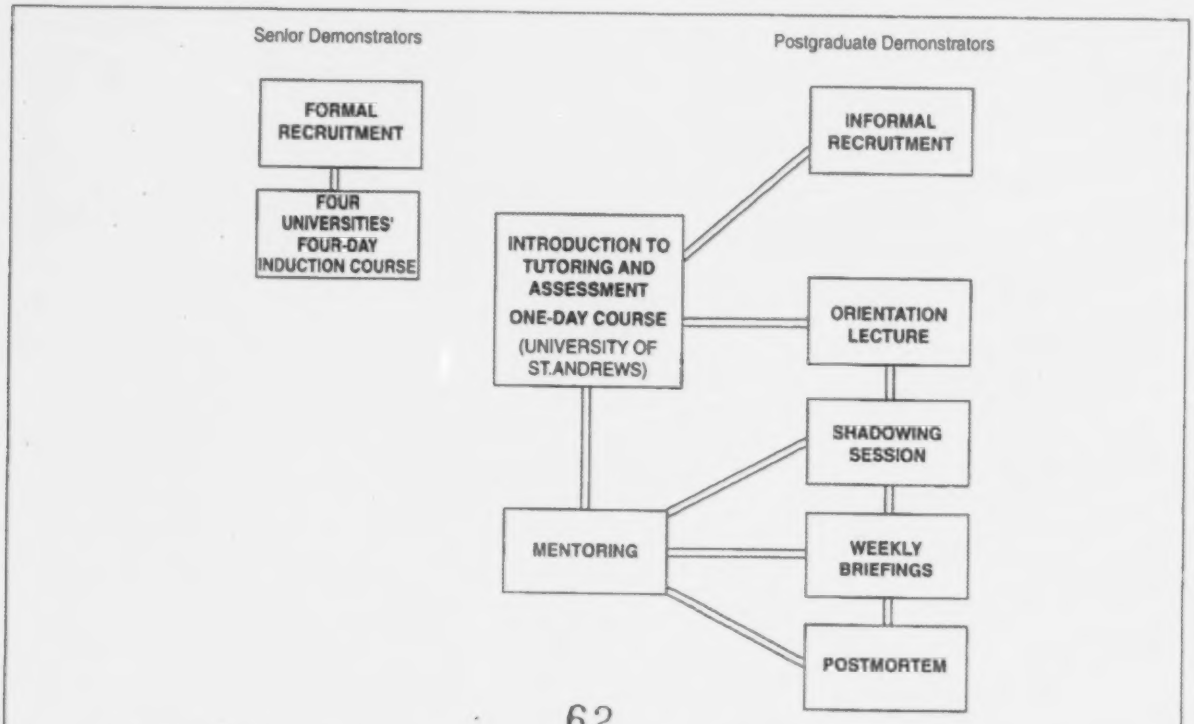
When students progress to second year they may be taught by either a senior demonstrator or a postgraduate student. Whichever, demonstrators in the second and subsequent years do not work quite so closely with a group of students. Rather, consistent with the strategy of giving students increased responsibility, they are available as a resource to be called upon as needed, or to intervene as appropriate. It is by bringing together the skills and expertise of both groups of demonstrators with those of the course organisers and the technical and support staff, that the School provides effective laboratory teaching. The support provided to the senior and to the postgraduate demonstrators is reviewed separately below.

PREPARATION AND SUPPORT

The principal elements in the development programmes for both groups of demonstrators are shown in *Figure 12.1*.

Senior Demonstrators

Consistent with the aim of employing highly qualified staff for up to three years, recruitment is a formalised and competitive process. Vacancies are advertised nationally in quality journals and press such as 'New Scientist' and 'The Scotsman'. On appointment, senior demonstrators have the option of attending the four-day, induction course for new academic staff run jointly by the Universities of Dundee, Heriot-Watt, Stirling and St. Andrews, which is held each year in September, or the seven-module derivative of this course which is



62

Figure 12.1: Principal Support Measures for Demonstrators, School of Biological and Medical Sciences, University of St. Andrews

customised for University of St. Andrews' staff and run by its central staff development unit over the course of the academic year. They are also obliged to attend 'Introduction to Tutoring and Assessment' which is a one-day course for new tutors and demonstrators run by the University of St. Andrews' staff development unit. This focuses on theoretical frameworks and guidelines as a background for tutoring and demonstrating roles, and also provides opportunities to begin to address skills for both group work and assessment practice.

The senior demonstrators work from shared accommodation, an arrangement which enables them to offer informal support to one another. A senior course organiser acts as an informal mentor to the full cohort of senior demonstrators, providing assistance and advice both about their teaching duties within the School and also wider matters relating to career development.

Those senior demonstrators who have more than two years of service are included in the University's formal staff appraisal scheme. The appraisal process is used as a means of identifying training needs which are passed on to the central staff development unit.

Postgraduate Demonstrators

Attendance at the 'Introduction to Tutoring and Assessment' course at the University of St. Andrews rounds off the orientation provided for senior demonstrators but is the starting point for the preparation and support offered for the postgraduate group. As there are large numbers of postgraduate students, it is the School's policy to provide demonstrating opportunities only to those who express a positive wish to teach, who attend this preparation course and who contribute details of interests to a list which is maintained by the overseer for postgraduates. Teaching staff who need a demonstrator for their laboratory classes can consult the list to select someone appropriate to their needs. This process goes some way to ensuring that only those who are motivated to teach are recruited and to achieving fairness in the allocation of teaching opportunities. Attendance at this one-day course at the University of St. Andrews thus provides an important opportunity for senior and postgraduate demonstrators, many of whom will be working together, to establish relationships.

Having attended this orientation course, postgraduate demonstrators then receive a staged and progressively more focused preparation, working with the appropriate course organiser and a senior demonstrator. The group of demonstrators receives an orientation lecture from the course organiser. This includes a review of how to demonstrate and a discussion of typical problems that may arise with suggestions for how to respond. Each postgraduate is then assigned to a senior demonstrator in a laboratory class who will act as a role model and a mentor for one class session. The novice demonstrator shadows the senior demonstrator observing their approach, style and skills. Following these steps the new demonstrator's name is added to the pool from which course organisers can draw.

Postgraduates new to demonstrating teach only on second- or later-year courses. From week-to-week they work in close association with the course organiser. In the lunchtime preceding the weekly practical there is a briefing meeting at which the course organiser goes over the work involved. The content for the session and practicalities and techniques are reviewed. Appropriate marking strategies are discussed and marking responsibilities allocated. The course organiser also provides demonstrators with copies of the students' course handbooks, with tutors' handbooks and all documentation relating to each laboratory class. In addition to working closely with the course organiser in these ways postgraduates are also attached, singly or in pairs, to a senior demonstrator who acts as a mentor. These arrangements ensure that postgraduate demonstrators are well supported in their day-to-day work by more senior members of the course team. They also provide informal mentoring support to each other by virtue of sharing office space in pairs or in small groups.

At the end of a course or module there is a postmortem meeting where all those who have taught meet to review how it went. Both groups of demonstrators are normally included in this meeting. The outcomes of these postmortems feed into course planning meetings for the following year at which the contents of the course handbooks are also reviewed. Feedback on students' experiences of practical classes is collected as part of the end-of-course procedures. This is also fed into the postmortem sessions and into course planning for the next year. A summary of the students' comments is produced and distributed to all staff.

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ACHIEVEMENTS

In considering key strengths and achievements in this case study it is important to keep in focus the strategy of employing two groups of demonstrators. The rationale for this has four interconnected strands. First, the long range goal is to have undergraduates working independently in laboratory classes in their honours years and, with this in mind, an appropriate first-year aim is to increase their self confidence working in this environment. Second, students' needs for learning support are seen to be strongest in first year and this justifies using senior and well qualified demonstrating staff at this stage. Third, the School recognises demonstrators are pivotal members of teaching teams with a particular teaching function to perform and with associated preparation and support needs. Fourth, the post of demonstrator is viewed as a significant career grade for graduate staff who have appropriate skills and experience. The connections between these strands have influenced the School in its policy of employing both senior and postgraduate demonstrators. Amongst the principal achievements in the School's provision of support for these two groups the following are especially noteworthy.

- Separate recruitment and induction procedures are tailored to the different experience levels and particular needs of the senior and the postgraduate demonstrators.
- The staged induction and briefing process for the new postgraduate demonstrators which moves from the one-day course, to the orientation lecture, to work shadowing, then a specific class briefing, before gaining hands on experience, is conducive to early confidence building. Moreover, each of these steps involves close contact with a course organiser or a senior demonstrator and so helps foster an early sense of shared learning between peers and integration into the teaching team.
- The ongoing processes of mentoring by senior demonstrators and weekly briefings by course organisers both focus on the immediate and practical needs of postgraduate demonstrators and also give rich opportunities to learn from role modelling.
- The mentoring relationship also provides senior demonstrators with a particularly important opportunity for gaining work experience in giving peer support.
- There is a wide array of support measures aimed at integrating postgraduate demonstrators into the professional and the social life of the School.
- Both groups of demonstrators have opportunities to be involved fully in feedback processes, both from the induction courses and from the teaching itself, via feedback and review meetings and the postmortem. In these ways, the School monitors both the effectiveness of its preparation and support measures and indirectly the impact these have on the teaching.

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Case Study 13

Quality Control of Demonstrating: Role of the Applications Supervisor

School of Applied Sciences

The Robert Gordon University, Aberdeen

Summary

Demonstrators are employed in the School of Applied Sciences to teach in 17 laboratory programmes offered as part of BSc, HND and postgraduate courses in the chemistry, physics and bio-sciences areas. Overall responsibility for quality control of the management of all laboratory classes is vested in a single individual, the applications supervisor. This enables a standard approach to demonstrator preparation and teaching delivery in all departments. Key elements in demonstrator preparation and support include:

- programme-specific briefings at the start of each semester or programme, e.g. BSc Chemistry 3
- integration into laboratory management teams with lecturing staff and technicians, all of whom attend the subject/year briefings
- provision of subject-specific laboratory and safety manuals to a consistent standard
- provision of programme marking schemes
- mentoring support provided jointly by the applications supervisor and a designated laboratory coordinator
- continuous monitoring of teaching delivery
- feedback from staff debriefings and student questionnaires at the end of each laboratory programme

ACADEMIC CONTEXT

In the School of Applied Sciences students working towards BSc, HND and a variety of postgraduate qualifications undertake laboratory classes as integral parts of their courses in chemistry, physics and the biological sciences. There are 17 laboratory programmes offered across the School and demonstrators are employed in each to teach practical sessions under the supervision of an academic staff member and with a member of the technical staff present. Typically, demonstrators in each subject teach four to six hours of practical work a week and mark students' laboratory work.

A distinctive feature of the approach to laboratory classes within the School of Applied Sciences is that they operate to a standard framework. This applies to the delivery of the teaching and to the preparation and support that demonstrators receive. Responsibility for both lies with the applications supervisor who holds a specific, laboratory-related post. The common delivery and preparation framework resulted from the motivation of a previous head of the School to address problems arising from variations in student laboratory experience. The desire was to ensure quality across the whole laboratory class spectrum, to prepare for an anticipated increase in student numbers and to emphasise the importance of teamwork, shared responsibility and mutual support. Creation of the applications supervisor post was pivotal to this approach. This case study explains how the quality control of preparation for, and delivery of, laboratory teaching is achieved through the post of the applications supervisor.

ROLE OF APPLICATIONS SUPERVISOR

The principal activities of the applications supervisor and key liaison and networking links which contribute to quality control are shown in *Figure 13.1.* At the start of the semester, or at the start of a new programme, demonstrators receive a

briefing, as members of a laboratory team, on the programme with which they will be involved. Demonstrators attend the briefings for the subject and year areas to which they are allocated, e.g. BSc 1 Bio-sciences, BSc 3 Chemistry.

The briefing is given by the applications supervisor and, as appropriate, one of the laboratory team co-ordinators. These are members of departmental staff with specific responsibilities for the management of laboratory classes. The applications supervisor has a quality control remit for all such classes run in the School, whilst any individual laboratory coordinator holds responsibility for the classes in a stipulated subject and year.

Each briefing is attended by the full-time teaching staff, the demonstrators and the technicians who will together form the laboratory team for a particular subject and year. The duration of the briefing is normally between ten minutes and two hours, depending on whether there are new team members, major revisions or not. Role expectations are made clear, with emphasis on shared roles and support within the team as well as to students. Active involvement in the laboratory area is stressed, as are safety procedures for both the staff team and students. Demonstrators are made aware of the availability and location of marking exemplars and are provided with mark schemes for the programme. They are also informed about methods of rotating students through the experiment circuit, as each student or group of students covers the same circuit of experimental activities, but not necessarily in the same order, during the semester.

Demonstrators receive subject laboratory manuals and safety manuals, the former's content being determined by the laboratory coordinator. Attendance at the laboratory briefings is compulsory since demonstrators cannot fulfil their role if they do not attend. There is also a university-wide generic programme of postgraduate tutor/demonstrator preparation offered on a needs basis which the applications supervisor also attends.

MONITORING

Demonstrator briefing and demonstrator performance are monitored in two ways by the applications supervisor.

Firstly, monitoring is done on a continuous basis, so that a quick response can be given if appropriate. For example, laboratory times can be rescheduled to prevent sample degradation, at the request of a laboratory team. Or, one-to-one guidance can be offered quickly should a demonstrator depart from the mark scheme. On this continuous basis the applications supervisor has a clear first-line responsibility for the maintenance of the School-

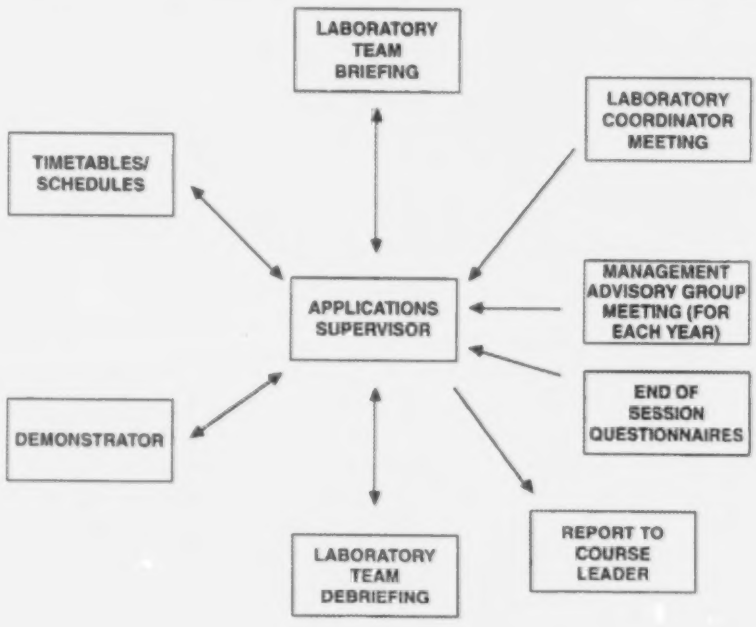

Figure 13.1: Applications Supervisor - Key Quality Control Activities and Links, School of Applied Sciences, The Robert Gordon University Aberdeen

wide standard system of operation. In this role the applications supervisor liaises with other department staff to activate prompt support, change or remedial measures, as judged appropriate.

Secondly, monitoring is effected through the applications supervisor's debriefing with members of each laboratory team. At the end of the semester or year, the applications supervisor has a specific remit to focus on the strengths and weaknesses of the semester/year laboratory programmes as actually delivered. Debriefings are minuted. The applications supervisor also organises student questionnaire evaluation of the laboratory classes - including rating of academic (teaching and demonstrating) staff and technical assistance. In response, laboratory schedules, delivery and staffing can be revised, if required, in advance of the next session, in consultation with the appropriate course leader who is a senior member of the academic staff.

ACHIEVEMENTS

The policy of using a common approach to both the preparation for, and the delivery of, laboratory teaching across the School is addressed through the post of applications supervisor, the holder of which is charged with these responsibilities. The full-time nature of the post, as well as the remit of quality control for all laboratory classes, means that the professional needs of all who teach in these classes have a high priority within the School. Issues relating to the preparation and support of demonstrators are thus firmly embedded in the School's professional agenda.

For the new demonstrator, the use of the common framework for preparation and teaching delivery, and the close working relationships which exist between the applications supervisor and the coordinator for each laboratory programme, which are crucial to the effectiveness of the policy, offer a number of distinct benefits. From the outset, new demonstrators are given an orientation to the goal of high and commonly shared standards and hence the importance of quality in teaching and learning. This perspective is introduced in the initial briefings from the laboratory coordinator and the applications supervisor at which the demonstrators become acquainted with their subject/year roles and meet with, and begin to establish working relationships with, fellow team members. The commitment to quality is evident too in the provision of focused laboratory manuals, written by each year coordinator, and the availability of marking guidance, examples and mentoring support for the assessment task. Professional motivation and security are offered in the close week-by-week working arrangement with the laboratory coordinator which, in effect, provides a continually monitored work setting. Inclusion in the end of semester debriefings, at which both the students' and the staff's perceptions of the teaching are considered, ensures too that demonstrators can receive feedback on performance and hence have a basis for further development. Collectively, all of these measures serve to emphasise to demonstrators the importance of working effectively as a member of the teaching team in the interests of achieving high quality student learning.

Documentation	Contact Information
Demonstrators' Laboratory Briefing Notes - a four page set of guidance notes produced each semester for demonstrators who are new to the role and are also used as a refresher for those who have demonstrated before Job Description for Applications Supervisor - a list of the duties of the applications supervisor	Mr Ian Mathieson Applications Supervisor School of Applied Sciences The Robert Gordon University St Andrew Street Aberdeen AB9 2PR phone: 01224 262824 fax: 01224 262828 email: i.mathieson@rgu.ac.uk

Case Study 14

Using Video to Develop Demonstrators' Teaching Skills

Department of Geology and Applied Geology, University of Glasgow
Centre for Teaching, Learning and Assessment, University of Edinburgh

Summary

This case study deals with an innovatory approach to the development of demonstrators' teaching skills using a training video made in the Department of Geology and Applied Geology at the University of Glasgow. The development of the video is described and its application in the annual, university-wide course for new demonstrators run by the Centre for Teaching, Learning and Assessment at the University of Edinburgh is outlined. The reporting format differs from the others presented in the handbook.

*Background**

PhD students are employed as demonstrators to help with supervision and teaching in laboratory practicals during the first three years of the BSc Honours Degree in Geology and Applied Geology at the University of Glasgow. An orientation programme for these demonstrators has been provided within the department for some years. In early 1993 an Enterprise in Higher Education grant was awarded to the Department to fund the development of a new course for beginning demonstrators. The new course was to have a practical focus to complement the preparation offered by the University's Teaching and Learning Service, which demonstrators are required to attend and which emphasises the theory of learning. The project team used the Enterprise funding to develop two key resources - a video 'How to Demonstrate - the Right Way and the Wrong Way', around which the new course was to be structured, and a Demonstrators' Handbook which would deal with the wide range of practical elements of demonstrating.

Developing the Video

After consulting widely with teaching staff, demonstrators and students, the project team decided that the video should focus on those teaching skills used by demonstrators when dealing with a first-year laboratory class. The literature about demonstrator skills deals with this area at only a general level so it was necessary first to identify precisely what it is that demonstrators have to do when assisting students. The key tasks and activities identified by academic staff and current demonstrators as the ones that many new demonstrators have particular difficulty with are listed in *Table 14.1*.

- Being proactive
- Spotting 'stuckness'
- How to begin
- Responding to requests for help
- Finding out what the student knows
- Providing the right amount of help
- Involving others
- Knowing when enough has been said
- Dealing with groups
- Giving impromptu summaries

Table 14.1: Key Teaching Activities for Demonstrators

For each of these it was decided to produce, and to script, filmed sequences to illustrate good and bad

* *Much of the information in this case study comes from an internal paper 'Demonstrating to Undergraduates - the Right Way'; Gary D Couples and Helen Lewis, Department of Geology and Applied Geology, University of Glasgow. We are grateful for permission to draw freely on this paper.*

practice. Volunteer undergraduates and experienced postgraduate members of the departmental teaching team agreed to play the respective parts of students and demonstrators. The video took two days to film and was produced by the Department of Media Services at the University of Glasgow.

Using the Video

A one-day induction course for new laboratory demonstrators, drawn from across the University of Edinburgh, is offered by the Centre for Teaching, Learning and Assessment each October. Demand for the course is high with over sixty people attending each year. A recent course review had re-emphasised the need to address the issue of specific teaching skills for demonstrating. This had been a recognised need for some time but also a difficult one to address because of the large number of participants and the lack of appropriate resources hitherto.

The availability of the video offered a way around these difficulties. Whilst it was produced within a Geology Department, the demonstrating tasks it deals with, and the skills it illustrates, seemed potentially to be applicable across a wide range of subjects. Accordingly, staff from the Geology and Applied Geology Department and the Centre for Teaching, Learning and Assessment collaborated in the design of an interactive exercise for use in the Edinburgh induction course, built around sequences from the video.

The *aims* of this activity were:

- to introduce demonstrators to a selection of laboratory teaching skills
- to enhance participants' confidence to undertake key teaching tasks
- to encourage reflection about effective teaching practice in laboratories

Three of the skills illustrated on the video were selected for the exercise. These were *being proactive, finding out what the student knows* and *dealing with groups*. Participants were briefed about the following process which was worked through for each of the chosen skills:

Stage 1
Participants watched the video clip of bad practice then discussed in mixed-discipline small groups 'what made for poor practice?. The findings were collated to a flip chart.

Stage 2
Drawing on their student experience of laboratory classes, participants then reviewed in plenary 'what made for good practice?' Their suggestions were logged on the flipchart alongside the material from stage 1.

Stage 3
The video clip of good practice for the skill was then viewed and a final opportunity for comment was provided.

After working through the three skills the full 20-minute video was shown to raise awareness of the wider array of teaching skills which demonstrators need to develop for effective practice.

Written feedback was collected specifically about this item in the programme. The feedback was overwhelmingly positive and underscored the value of the video resource in making demonstrators more attuned to the subtleties of the close, interactive teaching required of them in the laboratory. Typical quotes included:

- "The video clips showing good and bad practice made me realise how easy it would be to demonstrate in labs badly without even realising it."
- "The videos were excellent, made me notice things that I've never noticed before."
- "Helped show how easy it is to make mistakes!!"
- "How to approach the students and answer them was the best lesson for me."
- "Video was particularly good. Easy to see effect of body language."

Comment

Given the substantial staff development literature that deals with tutoring skills it seems surprising that so little has been written about the specific teaching skills used in laboratory demonstrating. By focussing on this area, colleagues in the Department of Geology and Applied Geology at the University of Glasgow, have broken new ground. Whilst making no claims to being exhaustive, their identification of ten teaching tasks and activities and production of a video illustrating these, represent significant additions in this area of staff development. The well-received pilot experience of using the video with new demonstrators drawn from a wide range of disciplines (including physics and astronomy, chemistry, biological sciences, agriculture and tropical veterinary medicine) underlines the flexibility of the video resource and the relevance of its content well beyond the particular disciplinary setting in which it was produced.

Resource	Contact Information
'How to Demonstrate - the right way and the wrong way'. Video produced by the Department of Media Services, University of Glasgow, 1995.	Dr Iain Allison Lecturer Department of Geology and Applied Geology University of Glasgow Glasgow G12 8QQ phone: 0141 339 8855 ext. 4816/5436 fax: 0141 330 4817 email: iallison@geology.gla.ac.uk

Departmental Preparation and Support for Part-time Teachers: Principles of Good Practice

David Nicol and Fred Forster

In the case studies presented earlier the reader will have found a wide range of ideas about processes and practices used by departments to prepare and support part-time teachers for their roles in higher education. It is important to bear in mind that these processes and practices were developed to meet the needs of staff in a wide range of different contexts. There were differences in disciplines, in roles and responsibilities, in how long support systems had been in place and in how many part-time staff were involved. As an aid to the reader therefore the principal support processes and practices have been brought together and listed in *Appendix A*. This list is not exhaustive but it summarises the kinds of measures used by departments in support of their part-time staff, before, during and after they were required to teach. The entries are cross-referenced to the case studies in which they are found.

The intention here, in this closing chapter, is to stand back from these details and to identify and draw out for discussion some broad principles that underpin good departmental practice in the preparation and support of part-time teaching staff. These principles should be of interest to staff in departments who wish to introduce new systems of support or to improve systems that are already in place. They should also be of interest to policy-makers.

In reviewing the case studies, it is important to remember that the departments were chosen because they had made considerable progress in introducing measures to prepare and support their part-time teachers. Indeed, they were selected as examples of good departmental practice in this area. In presenting this final review therefore we have tried to identify what these departments have in common. Three major principles are reflected in these case studies:

- to different degrees, all departments had implicitly framed their preparation and support from a professional development perspective rather than from an instrumental one (in which part-time staff are seen as merely resolving short-term departmental staffing concerns)
- the formal programmes of teaching preparation in the departments all drew to different degrees on two complementary sources of knowledge: situation-specific knowledge about disciplinary teaching and learning practices in the department and knowledge about teaching and learning based on research into higher education practices
- all departments believed that the evaluation of support programmes and the monitoring of teaching delivery by part-time staff were necessary to ensure that professional standards were maintained and also that there was a continuous cycle of programme and teaching improvement

The following sections elaborate on each of these three principles.

A PROFESSIONAL DEVELOPMENT PERSPECTIVE

Each case study in this handbook gives an account of support measures in the context of a different department and its associated disciplinary culture. Yet despite the diversity of cultures and practices, one characteristic the departments share is a common set of assumptions about the role of part-time teachers. All of the departments have taken the view that teaching is a professional activity and that by assuming this role, staff are participating in a process of continuing professional development. And, consistent with this perspective, all have tried to integrate part-time colleagues into the social and

academic life of the department as valued members of a professional community. They have also adopted a professional development approach to the design and delivery of their preparation and support measures.

Rather than conceiving of part-time staff as substitutes for more experienced full-time staff the departments, in these case studies, all expressed the view that their part-time teachers made unique and professional contributions to the undergraduate curriculum. There was, for example, recognition that the insights into vocational practice provided by brought-in professionals and by workplace supervisors positively enriched and extended the students' learning experiences. This input was seen as different from, but no less valuable than, that provided by permanent staff. Part-time tutors and demonstrators were also held to make special and significant contributions. For instance, many of the departments that employed them felt that because they were closer in age and experience to the undergraduates they taught, they were at least as powerful - perhaps more so in some cases - as role models as their full-time counterparts.

The presence of part-time teachers was thought by departments not only to enhance the student learning experience but also to enrich the department culture. Instead of assuming that it was the part-timers who were the main beneficiaries of collaboration with the academic community, many of the departments in the case studies reported on the mutuality of benefits. Thus, while part-time staff did gain from contact and exchange of ideas with permanent academic staff, the full-time staff also benefitted from regular interaction and dialogue with their part-time colleagues. External practitioners brought occupational perspectives that had the potential to stimulate, in permanent staff, fresh ideas and new approaches to teaching the discipline and to research. The experiences of postgraduate tutors and laboratory demonstrators, engaged in the early stages of their professional careers, were considered by departments to be no less profitable. Some departments reported that these part-time staff were a useful source of insight into how undergraduates perceive and respond to different instructional methods.

However, whilst all of the departments surveyed for these case studies implicitly conceptualised their part-time teachers as professionals engaged in life-long learning pursuits, the translation of this conceptualisation into concrete support processes and practices was uneven, depending on the department and the area of focus.

Most departments sought to integrate their part-time staff into the departmental community as professional colleagues through a variety of processes. In most cases, induction or orientation meetings were offered to introduce new part-timers to the department and to its staff. Some new staff also had introductory meetings with the head of the department, as in the case of professional artists at Gray's School of Art (*Case Study 3*). These introductory sessions were usually followed by briefings with course coordinators about part-time teaching roles and responsibilities, the provision of documentation and handbooks relevant to teaching duties and further regular formal and informal gatherings throughout the year. Part-time staff were often invited to attend staff meetings and 'awaydays' where plans and decisions about the curriculum and teaching were made. They were also regularly invited to participate in departmentally organised social events. They were usually given access to resources and facilities commensurate with their roles and responsibilities (e.g. allocation of permanent office space, telephones) though some departments pointed to resource difficulties in this respect.

More important, perhaps, was the wide variety of formal and informal measures taken by departments to invest in the professional development of their part-time teachers. In some departments they were paired with a member of permanent staff in a formal mentoring arrangement so that collegial and learning relationships could flourish, for example, in architecture at Strathclyde (*Case Study 1*). More commonly, informal mentoring arrangements operated as with demonstrators at St Andrews (*Case Study 12*) and with teaching assistants in economics at Strathclyde (*Case Study 6*). In still other cases departments offered opportunities to pursue professional updating by attendance at seminars or taught modules, for instance, in occupational therapy (*Case Study 8*) and in health and nursing (*Case Study 9*) at Queen Margaret College. In all departments a senior member of staff took responsibility for looking after and coordinating the work of part-timers and for keeping them informed about departmental and institutional requirements. Where this function was especially complex and onerous it became a shared responsibility (*Case Studies 8 and 9*).

At a practical level, the case studies illustrate different levels of professionalism in approaches to recruitment and employment practices. In the School of Biological and Medical Sciences at St Andrews (*Case Study 12*) and at Gray's School of Art at The Robert Gordon University (*Case Study 3*)

we see a professional and highly systematic approach. Recruitment is conducted through national advertising; applications and CVs are formally vetted; and those who are employed are given an official letter of appointment. Employment contracts, with duties and terms and conditions of service, show a similar level of professionalism. At the other end of the spectrum many departments are still operating more *ad hoc* recruitment and employment procedures which, although they seem to work well, may not be fully consistent with due professional process, with employment legislation or with the employing institution's equal opportunities policies.

PROFESSIONALLY DESIGNED PROGRAMMES

Consistent with their professional development standpoint all the departments surveyed made available to their part-time staff formal opportunities to develop their teaching expertise. These comprised courses and workshops on teaching and student learning and, in some cases, workshops on assessment and feedback. These courses and workshops invariably bring together two specific areas of knowledge and expertise. Through these events, staff learn about the teaching and learning practices used in their departments to develop students' disciplinary understanding and skills. However, they are also exposed to wider perspectives on student learning and teaching based on the findings of higher education research. This fusion of research-based knowledge (theory) with practical, and situated, disciplinary knowledge about teaching and learning is apparent in most of the formal preparation programmes in the case studies. This blending of theory and practice is congruent with prevailing ideas about good practice in education for the professions.

Higher education teaching is framed by the social and organisational culture of the department and it is shaped by the substantive issues in the discipline and by its investigative methods. The department is therefore a vital source of accumulated practical experience about the nature of teaching and learning within the discipline and about how that discipline relates to a particular profession. However, research into higher education teaching offers a fuller and more rigorous conceptualisation of teaching and learning processes and their relationships. Moreover, recent advances in theory and knowledge have led to a wide array of ideas and insights about how to improve educational practices. Good professional preparation for part-time teaching should therefore include a grounding in both of these areas of knowledge and understanding. Part-time teachers should learn about disciplinary practices and also be exposed to research on learning and instruction. They should also develop the habit of using ideas from the educational research literature to help them reflect on, illuminate and enhance their teaching practices.

In the case studies, this fusion of knowledge and expertise about disciplinary practices with research on teaching and learning was arrived at through two different approaches. In one approach, workshops, courses and briefings were provided exclusively by staff from within the department. Mathematics and statistics (*Case Study 4*) and artificial intelligence (*Case Study 5*) at the University of Edinburgh, occupational therapy (*Case Study 8*) at Queen Margaret College and both pharmacy examples (*Case Studies 10 and 11*) at The Robert Gordon University, Aberdeen, illustrate this approach. Departmental provision of preparation and support has major advantages. Staff in departments are well-placed to provide information about curricular content and disciplinary teaching methods and they have personal knowledge of the organisation and the settings in which part-time teaching occurs. Also, when departmental staff take responsibility for part-time teacher preparation this fosters dialogue which can contribute to a positive climate around teaching in the department.

In this approach, informed expertise about teaching and learning was contributed to the departmental support programmes in a number of ways. In the Queen Margaret College examples, the departments' own staff have formal and recognised teaching qualifications. In contrast, the clinical pharmacy programme (*Case Study 11*) at The Robert Gordon University was instigated and championed by a staff member after she had completed the University-wide, postgraduate course on teaching and learning run by the Educational Development Unit. The department was therefore able to draw on the resources of the central unit while developing the programme. Using the resources of a central unit has its own advantages. Staff in these units not only have knowledge of current research on teaching and learning but also have experience of working with higher education teachers across a wide range of disciplines. In a similar vein, the current programmes in artificial intelligence and mathematics and statistics at the University of Edinburgh (*Case Studies 5 and 4*) owe their development, in part, to new lecturers returning to

the departments with insights and enthusiasm gained during attendance at generic teaching and learning courses run by the Centre for Teaching, Learning and Assessment.

In the second approach courses on pedagogy and learning are designed and provided directly for departments by staff from a central educational development unit based within the institution. In one model, politics (*Case Study 7*) and economics (*Case Study 6*) separate faculty-based courses are provided at the University of Strathclyde for the arts and social sciences and for the Business School disciplines. In another model, in the same institution, the central unit provides workshops for a single department - architecture (*Case Study 1*) in one instance and, the Law School (*Case Study 2*) in another.

In this approach, the fusion of expertise from the two areas is traceable to a partnership arrangement existing between the central unit and the departments concerned. For example, the workshops provided by the Centre for Academic Practice at the University of Strathclyde for architecture were the result of a prolonged consultation process whereby Centre staff visited the department, observed teaching in progress and consulted with part-time teachers, students and permanent staff. The programme that is delivered is therefore tailored to the disciplinary context and to the teaching in the department. Similarly, the faculty-based courses, at the same institution, were developed in the past through consultation by the Centre for Academic Practice with each of the departments in the faculties. As a result these courses (e.g. for politics and economics) use teaching examples and methods that are, as far as possible, sensitive to disciplinary differences (e.g. participants at workshops carry out tasks in discipline groups). The courses also overlap in time and dovetail with other support measures for part-time staff provided by the departments. A further development in this regard is that some of the workshops that were initially designed and delivered by the central unit have been taken over and are now provided by staff in individual departments. The essay writing workshop for part-time staff in economics at Strathclyde is a good example of this departmental capacity building (*Case Study 6*).

MONITORING AND EVALUATION

Ongoing monitoring and evaluation determines the immediate and long-term impact of support measures on teachers, their students and the departments. Although not all the departments in the case studies had developed comprehensive evaluation strategies they all recognised that monitoring and evaluation were necessary for the improvement of support systems for their part-time teachers and, ultimately, for teaching improvement.

A number of different strategies were used by departments to evaluate and monitor preparation programmes. One direct strategy was to measure teaching effectiveness in the classroom by collecting student feedback on the instruction they had received. Many of the departments used this strategy. In other departments experienced full-time staff sat in on teaching delivered by part-timers and provided feedback advice about how to improve practice. This approach was used in economics (*Case Study 6*) at the University of Strathclyde and in pharmacy (*Case Study 10*) at The Robert Gordon University. This procedure is endorsed by research which shows that evaluation information alone is a necessary, but not a sufficient, condition for the improvement of classroom effectiveness. Where evaluation information is accompanied by systematic feedback and support, improvements in teaching are more likely to occur. Elsewhere, mentoring procedures were widely used as an approach to providing opportunities for staff to reflect on their accumulating teaching experience.

Most programmes had provision for evaluating the quality of the formal preparation and support. Commonly, this involved having the part-time teachers complete a questionnaire at the conclusion of a programme, but particularly varied approaches in this area are illustrated by the applications supervisor in the School of Applied Sciences (*Case Study 13*) at The Robert Gordon University, Aberdeen and the two programmes for workplace supervisors at Queen Margaret College (*Case Studies 8 and 9*).

Many of the support measures in this area of practice are relatively new and the departments are still working to get plans, activities, procedures and materials in place. Moreover, there are particular difficulties in evaluating some of the processes so it is not surprising that most departments alluded to areas of evaluation in need of enhancement. For example, some reported the need to be more responsive to the emerging needs of new part-time staff as they undertook their first teaching tasks. They recognised a need to hold regular review meetings after teaching had started so as to address those issues which arise from experience. Others

were aware that, though they operated mentoring schemes, they did not have formal mentoring preparation programmes in place for either full-time or part-time staff. Still others were concerned about how to deal with part-time colleagues who proved to be unsatisfactory; for example, in cases where they received poor feedback ratings from students. The natural course of action was sometimes to withdraw offers of continued teaching. However, at least one department, mathematics and statistics (*Case Study 4*) at the University of Edinburgh, was prepared to offer focused remedial support. The latter is more consistent with the professional development perspective outlined earlier.

LOOKING AHEAD

Central to efforts to conceptualise part-time teachers as professionals are the policies and procedures that exist at levels above the department. Most of the support measures for part-time staff described in this handbook, originated as initiatives taken by small groups of committed departmental staff who have moved ahead, sometimes well in advance of policy developments within institutions. The absence of policy frameworks above the level of the department, relating to preparation and support for part-time teachers, may have been acceptable when the relative numbers of such staff were small and prior to the emergence of a serious concern with quality standards. The recent shift to a mass higher education system, the concomitant growth in part-time teaching staff and the emergence of concerns about standards have highlighted a pressing need for faculty and institutional policies to help underpin the professionalisation of the part-time teaching function.

However, there has to be some balance between control from the top and flexibility lower down to enable support measures to be tailored to local contexts. Top-down policies are very likely to be resisted if they are not sensitive to these local conditions. Also, there are many constituencies within higher education institutions, each with their own perspectives, needs and priorities and many organisational levels. Therefore, achieving a balance between control and flexibility will require enabling frameworks that encourage dialogue across and within levels during policy development for part-time staff.

The case studies show that policy frameworks relating to part-time teaching have begun to emerge. One example is the Faculty Codes of Practice at the University of Strathclyde for its arts and social science and Business School staff (*Appendix B*). Each of these policies was developed by a Faculty Committee that included senior representation from the relevant departments. This consultation process ensures that the principles embodied in the Codes are acceptable to the departments and meet their needs.

A second example is the Code of Practice on Tutoring and Demonstrating (*Appendix C*) currently being put in place at the University of Edinburgh. This code has been framed around the findings from a university - wide survey and deliberations of a working party set up by the University's Teaching Committee, with cross representation from Staff Committee, which led to a report and recommendations. Wide discussion of the recommendations resulted in the drafting of the Code of Practice. The code is made up of four statements concerning departmental responsibilities, guidelines for course organisers, rights and responsibilities of tutors and rights and responsibilities of demonstrators.

Finally, a particularly important issue around which policies are currently developing is that of accreditation for teaching. A number of higher education institutions are taking initiatives to put in place formal preparation programmes to enable newly appointed full-time staff to acquire a qualification in higher education teaching. A natural development of this would be to provide parallel opportunities for part-time staff to work towards a similar qualification, for example, by accumulating credits while participating in formal teaching preparation and support programmes. Indicators of progress here are to be found in the preparation programmes for workplace supervisors from Queen Margaret College (*Case Studies 8 and 9*) which are accredited by the institution and also by relevant external professional bodies. Extending this approach would give all part-time teachers professional recognition for their efforts. This would augment and strengthen the professional development measures already adopted, as illustrated in the case studies presented in this handbook.

Appendix A

Preparation and Support Measures for New Part-time Teachers

Elements of Good Practice from the Case Studies

The matrix is intended to help readers locate examples of significant elements of good practice in the case studies. Numbers indicate case studies where the identified feature was considered to be an important aspect of a department's provision for its part-time teachers - but the listing is not meant to be exhaustive.

BEFORE TEACHING

	Case Study Numbers
Recruitment and Employment	
Formal recruitment (e.g. job description; advertising; CV submissions; contracts ...)	1, 3, 4, 5, 8, 9, 12
Induction experience	
Accreditation	10
Course teachers' awayday	1
Central unit course or workshops	1, 2, 5, 6, 7, 12, 13
Department workshops	4, 5, 6, 10
Department induction course	8, 9, 11
Micro-teaching with peer and tutor feedback	9, 10
Course-tutor support	3, 9
Written assignment	9
Participants give feedback on induction experience	8, 9, 11, 12
Briefing Meetings	
Course briefings	1, 2, 3, 5, 6, 7, 10, 11, 13
Mentoring meetings	1, 3, 6, 11
Field placement staff briefing	8, 11
Field placement mentoring	10
Professional update	9
Resource Provision	
Course/class handbooks	1, 2, 6, 7, 8, 11, 13
Generic handbook	4

DURING TEACHING

Monitoring and Development

Weekly briefing meetings before class teaching	4, 5, 12
Weekly review meetings after class teaching	4, 5
Work shadowing	10, 11, 12
Observation of teaching by mentor followed by review meeting	6, 10
Mentoring meetings for monitoring and review of teaching activity	1, 3, 8, 9, 10, 11, 12, 13
Group review meetings - staff led	4, 6, 7, 13
Group review/support meetings - participant led	8, 9, 10
Essay-marking workshops	6, 7
Second marking of students submitted work (summative assessment)	11
Teaching-practice diary	9

Professional Integration

Attend departmental meetings	3, 5
Represented at departmental meetings	1, 5, 7
Access to student-staff liaison committee	4
Access to centrally provided staff development courses	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Access to academic department's professional update meetings and staff/material resources	3, 8, 9
Provided with professional resources (e.g. deskspace, telephone, electronic mail, photocopying budget .....)	3, 4, 5, 6, 7, 13
Receive weekly class-briefing sheets	4, 5

AFTER TEACHING

Monitoring and Development

Receive student feedback	1, 2, 5, 6, 7, 11, 13
Attend teaching outcomes review	1, 2, 13
Undergo appraisal	12

Professional Integration

Give feedback on value of preparation and support programme	4, 7, 9, 12, 13
Attend planning group for next round of teaching	8, 9, 12
Receive certificate	8, 9, 11
Attend graduation/other social events	3, 1, 7, 13

Appendix B

University of Strathclyde, Faculty of Arts and Social Sciences

Faculty Guidelines for Postgraduate Tutors

POSTGRADUATE STUDIES

CODE OF PRACTICE

FACULTY GUIDELINES FOR POSTGRADUATE TUTORS

OCTOBER 1996 EDITION

INDEX

Page Nos.

[Note: The following list includes only the main items covered in the Section. Staff and Tutors are referred to the Section itself for more information].

1. General Introduction 1
   - Sources
   - Terminology
   - What is Encompassed

2. Purpose of Faculty Guidelines 2
   - Reference Framework
   - Responsibilities
   - Relationships

3. General Advice to Tutors 3
   - Line Management
   - Training
   - Work Schedule
   - Relationship with Staff and Students

4. Role of Head of Department 4 - 5
   - Specifying Duties
   - Proper Training
   - Supervision of Tutor
   - Appointing Mentor
   - Tutor's "Help" Package
   - Departmental Facilities

5. Role of Postgraduate Tutor's Mentor 6 - 7
   - Oversight of all Tutors
   - Briefing Class Lecturers/Tutors
   - Co-ordination of Training Programme
   - Contact Person for Tutors or Staff
   - Workload
   - Observation of Experienced Lecturers
   - Tutor's Portfolios
   - Link Person with Head and Other Staff
   - Contact Person for Centre for Academic Practice

6. Role of Class Lecturer 7 - 8
   - Explains Class Lectures and Tutorial Topics

Provides Class Syllabuses, Reading Lists etc.
Sets Out Class Work Requirements and Policies
Explains Assessment Criteria
Specifies Demarcation Lines
Briefs Tutors on Management of Tutorial Groups
Arranges Sitting in on Class Lectures and Tutorials

7. Responsibilities of Postgraduate Tutor 8 - 9
Obligation to Head/Terms of Agreement
Formal Training
Contact with Other Staff
Working Relationship with Students
Return of Scripts and Marking
Keeping Class Register
Time-keeping and Setting an Example
Students with Difficulties

UNIVERSITY OF STRATHCLYDE
FACULTY OF ARTS AND SOCIAL SCIENCES

FACULTY GUIDELINES FOR POSTGRADUATE TUTORS

1. *General Introduction*

1.1 The Faculty Guidelines for Postgraduate Tutors were written in close consultation with departments in the Faculty and staff in the Centre for Academic Practice. Other documents consulted were the 1993 "Guidelines for the Employment of Postgraduate Students as Teachers" issued by the National Postgraduate Committee; and the 1995 guidelines for tutors produced by the Faculty of Arts and Divinity at the University of Edinburgh. The Faculty took into account the Guide produced by the Department of Marketing in the Strathclyde Business School; and also referred to copies of Guides which were currently in use for Teaching Assistants at American and Australian Universities.

1.2 The Guidelines were produced in order to explain and attempt to define the relationship between the tutor and other members of staff in the department; and the relationship between the tutor and the student. The Faculty Guidelines are intended to be read in conjunction with departmental Guidelines. See also Section 2.

1.3 Training is not described in the document other than by reference to the requirement on tutors to undertake training. Tutors should therefore consult their department or the Centre for Academic Practice for details of training. Training covers the following: tutor responsibilities and the tutorial contract; the tutorial process and the tutorial task; promoting learning; making presentations; and assessment principles and practices (essays and examinations).

For information on their classroom and other departmental responsibilities (procedures for evacuation in the case of fire and so on) tutors should contact their Head of Department or the Graduate Director or Mentor.

1.4 The Faculty has a substantial number of Postgraduate Tutors working in its various departments and values the contribution

they make to undergraduate teaching. There is however no requirement on any doctoral or graduate student to act as a postgraduate tutor unless it is their wish and they feel they will benefit from doing so.

1.5 In these Guidelines, the term Postgraduate Tutor refers also to postgraduate tutors who have the title Graduate Teaching Assistants.

1.6 A Postgraduate Tutor is someone registered for postgraduate research and appointed to provide tutorial assistance to departments. However the main principles apply also to Teaching Assistants who are not themselves postgraduate students.

1.7 The purpose of the Faculty Guidelines is explained in Section 2.

1.8 Postgraduate Tutors are advised to contact their department for departmental guidelines which in some instances may vary from or supplement the Faculty Guidelines.

1.9 Any deficiencies in the content of these guidelines or suggestions for improvement should be brought to the notice of the Faculty Officer, Faculty of Arts and Social Sciences, McCance Building, level 2.

2. *Purpose of Faculty Guidelines*

2.1 This document is intended as a reference framework for staff in departments, namely Heads of Departments, Postgraduate Mentors, Class Lecturers, Class Co-ordinators or Administrators; and Postgraduate Tutors. The document was introduced on a trial basis of two years commencing September 1995 after which the Faculty intends to review its contents.

2.2 The Faculty Guidelines attempt to explain in a very general sense

(i) the responsibilities which the Postgraduate Tutor has as class tutor and the contribution the Postgraduate Tutor will normally be expected to make to undergraduate tutoring in Departments and Divisions of the Faculty of Arts and Social Sciences; and

(ii) the Postgraduate Tutors' working relationship with the Class Lecturer, the Class Co-ordinator, her or his Mentor, and the Head of Department.

2.3 The Guidelines also attempt to set down the general responsibilities which members of teaching staff have for guiding and advising Postgraduate Tutors.

3. *General Advice to Postgraduate Tutors*

3.1 Postgraduate Tutors are responsible to their Heads of Department for the proper performance of their duties.

3.2 Days and hours of attendance are by arrangement with the Head of Department. The number of hours engaged in training is additional to class contact and preparation time.

3.3 It is not normal practice for Postgraduate Tutors to mark degree examination scripts but they may be asked to mark essays and other pieces of classwork which count towards the undergraduate's continuous assessment mark.

3.4 Postgraduate Tutors must adhere to marking scales and assessment criteria and will have to submit samples of their marking for moderation or double-marking. They will be advised of marks scales and assessment by a member of teaching staff in the Department.

3.5 The University's Centre for Academic Practice organises compulsory training sessions for Postgraduate Tutors. Training normally starts during the first week of October and continues at regular intervals.

3.6 For details of the training provided by the Centre for Academic Practice, Postgraduate Tutors should contact the Director of the Centre, Graham Hills Building or Ms Moira Harte, Secretary to the Director.

3.7 Postgraduate Tutors also undertake compulsory training sessions in their own departments, and must attend relevant seminars and workshops. Postgraduate Tutors should consult

their Postgraduate Mentor (or the Class Co-ordinator) about training in the department.

3.8 Postgraduate Tutors with relevant previous experience may be granted exemption from departmental or CAP training at the discretion of their Head of Department. They should provide the Head of Department or the Postgraduate Mentor with details of previous teaching experience or relevant training.

3.9 Postgraduate Tutors will be expected to perform their duties professionally and in a fair and just manner. They should engender a learning environment in their tutorial groups which enables students to perform academically to the best of their ability.

3.10 Postgraduate Tutors should be alert to students with academic or personal difficulties but should refer them to the Class Lecturer or the appropriate support services for expert guidance or assistance. They should not attempt to deal with these difficulties personally or single-handedly.

3.11 Postgraduate Tutors must understand where the boundaries of their responsibilities lie. If the Tutor is in doubt, guidance should be sought from the Class Lecturer, the Postgraduate Mentor or the Head of Department.

4. *The Role of the Head of Department*

4.1 Following the appointment of a Postgraduate Tutor, the Head of Department or his or her nominee will ensure that:

(a) the nature of the Postgraduate Tutor's responsibilities in the Department are set out clearly including the number of hours they will have to spend on actual tutoring, preparation for tutorials, marking, assessing classwork, student feedback and so on.

[Note: If the Postgraduate Tutor has a role in marking or assessing classwork, precise directions, guidance and on-going supervision must be provided]

(b) instructions from the Department include all training requirements, attendance at workshops, seminars and so on.

The Head of Department will also

(c) appoint a member of the academic staff (normally the Class Lecturer) to provide help and give advice to the Postgraduate Tutor in their role as class tutor.

(d) appoint a member of academic staff to act as Mentor to all Postgraduate Tutors in the Department or Division: this member of staff will be responsible for guiding Postgraduate Tutors in the development of their professional expertise.

(e) inform the Postgraduate Tutor of the names of the Class Lecturer to whom she or he is directly responsible and the Postgraduate Mentor to whom she or he has direct access during the session.

(f) arrange for the Postgraduate Tutor to have an information pack which will generally include departmental procedures; Postgraduate Tutor guidelines; fire and safety regulations, course regulations, assessment guidelines, and student support services.

(g) give due regard to personal research activity, training, and preparation time when the Department arranges the Postgraduate Tutor's schedule.

(h) arrange for Postgraduate Tutors to have access to relevant departmental facilities.

(i) ensure that Class Lecturers appointed to supervise postgraduate tutors are fully aware of their responsibility towards the Postgraduate Tutor; such as advising the Tutor on the extent of their autonomy and meeting with the Postgraduate Tutor at regular intervals.

(j) guide Class Lecturers and Postgraduate Mentors on the principles of establishing a good working relationship with the Postgraduate Tutor and outlining respective roles.

(k) set up an early meeting with the Class Lecturer who will act as supervisor of the Postgraduate Tutor to discuss the nature and extent of the Tutor's duties, responsibilities, and training.

(l) establish with the Class Lecturer (particularly a new member of staff) that she or he understands line management arrangements in the Department and will ensure that the Postgraduate Tutor is also made aware of lines of communication.

[Note: It is important at this early stage that all parties are fully aware of the nature of their duties and their relative responsibilities].

(m) efforts are made to promote best practice in the Department in line with departmental and Faculty guidelines.

5. *The Role of the Postgraduate Tutor's Mentor*

5.1 The Postgraduate Mentor is the member of academic staff appointed by the Head of Department to oversee all Postgraduate Tutors in the Department or Division.

5.2 The Postgraduate Mentor is the member of staff to whom all tutors and lecturing staff should refer any enquiries or difficulties concerning postgraduate tutoring or departmental policies/practices involving postgraduate tutors.

5.3 In some Departments the Class Co-ordinator may act as Mentor for Postgraduate Tutors but the roles of Mentor and Class Lecturer should as far as possible be separated.

5.4 The Mentor for postgraduate tutors, acting on behalf of the Head of Department, will:-

(a) brief Class Lecturers on the nature of the working relationship with Postgraduate Tutors including division of labour.

(b) provide Postgraduate Tutors with details of their training programmes.

(c) act as contact person for all Postgraduate Tutors in the Department or Division and respond to any queries or points at issue between the Postgraduate Tutor and the Class Lecturer or the Class Co-ordinator.

(d) encourage communication between Postgraduate Tutors and provide them with a forum for general discussion and exchange of views.

(e) monitor work-load overall and draw any discrepancies to the attention of the Head of Department or, if necessary, the Dean of the Faculty.

(f) arrange for Postgraduate Tutors to observe experienced Class Lecturers giving class lectures or tutorials.

(g) check that the Class Lecturer is "sitting in" from time to time on tutorial groups conducted by Postgraduate Tutors.

(h) help Postgraduate Tutors produce a portfolio of their work and generally develop their professional expertise.

(i) report to the Head of Department regularly and the Dean annually on the effectiveness of the contribution made by Postgraduate Tutors to undergraduate tutoring generally and, where appropriate, draw to their attention any difficulties which may have undermined that contribution.

(j) provide feedback to the Faculty and the Centre for Academic Practice from the Postgraduate Tutors.

6. *The Role of the Class Lecturer*

6.1 The Class Lecturer (or the Class Co-ordinator where there is more than one Class Lecturer) has the closest working relationship with the Postgraduate Tutor and is generally responsible for briefing them on the level and nature of the undergraduate class concerned, advising them on the topics to be covered in tutorials and guiding them on how to conduct tutorials in these topics.

6.2 The Class Lecturer will:

(a) explain the undergraduate class teaching schedule; the Postgraduate Tutor's participation in the schedule and the demarcation line between the responsibilities of the Class Lecturer and the Postgraduate Tutor in relation to each other and to the students in their tutorials.

(b) set out the format and content of tutorial topics.

(c) provide the Postgraduate Tutor with comprehensive information on class lectures; syllabuses; course and class regulations; reading lists; coursework requirements; penalties for late submission of coursework; policy on coursework extensions.

(d) explain marking scales and assessment criteria and guide Postgraduate Tutors on the marking of essays and other student exercises; and set out the arrangements for second marking: the Class Lecturer will monitor the Postgraduate Tutor's work in this area.

(e) brief the Postgraduate Tutor so that the Tutor undertakes class tutoring with an understanding of context and from an informed standpoint.

(f) observe Postgraduate Tutors in practice and offer constructive help in instructing and managing their tutorial groups.

(g) provide Postgraduate Tutors with the opportunity to "sit in" at class lectures and tutorial meetings led by experienced lecturers.

(h) check that the Postgraduate Tutor has undergone training.

(i) draw the Postgraduate Tutor's attention to computer and other support services available in the Department and the Faculty.

7. *Responsibilities of the Postgraduate Tutor*

7.1 The postgraduate engaged in tutorial work has an obligation to fulfil the terms of his or her agreement as a Postgraduate Tutor in that particular department of the University and to perform their duties to the satisfaction of the Head of Department. They will also for example be:

(a) required to undergo formal training by staff in the Centre for Academic Practice and any additional subject-specific training in the form of workshops, seminars and so on arranged by the Head of Department.

(b) note that such training may take place in student vacation time and will include tutoring techniques and assessment techniques.

(c) keep in regular contact with his or her Mentor and the relevant Class Lecturer (or where appropriate the Class Co-ordinator); and seek advice on managing tutorials.

(d) maintain a fair, impartial and professional attitude towards the students in their tutorial groups particularly with regard to marking or assessing work.

(e) keep a note of student absences from tutorials and notify the Class Tutor when students fail to attend a tutorial or tutorials.

(f) ensure that scripts are returned to students within a reasonable period; and students made aware that they may discuss their classwork performance with them.

(g) set a good example in terms of time-keeping and enthusiasm for the subject or topic.

(h) act as a forum for student feedback on class lectures, learning or any other difficulties, and report such responses to the Class Lecturer or the Class Co-ordinator for action or, alternatively, encourage the student to make direct contact with the appropriate member of staff.

(i) recognise that, while the student has ultimate responsibility for resolving personal difficulties, the Postgraduate Tutor should be alert and sympathetic towards any academic or personal difficulties.

(j) refer any academic or personal difficulties to the Class Lecturer or the Class Co-ordinator, anonymously if the matter is particularly delicate or the student has spoken in confidence, so that the difficulties may be resolved without delay and further problems do not arise as a consequence of delay.

(k) seek guidance from their Mentor or Head of Department on any recurring or unresolved problems whether the problem relates to their students or to their own duties and responsibilities.

MR/IP

Appendix C

University of Edinburgh

Code of Practice on Tutoring and Demonstrating

Tutors' Rights and Responsibilities

The guidelines below are designed to ensure that all postgraduate and other part-time tutors have a clear understanding both of what they have a right to expect – from the University and from the Department in which they carry out their tutoring – and of what is expected of them as tutors in meeting their contractual obligations.

WHAT YOU HAVE A RIGHT TO EXPECT, AS A TUTOR

Contract and Remuneration

1. You will receive a formal contract for your tutorial work as well as explicit information about the number of hours you are expected to work, what you will be paid, and who is responsible (usually, a Course Organiser) for supervising your work. Normally, you will be paid by the hour, at twice the base rate, for the hours in which you are working with students (contact hours). This rate reflects the fact that you are expected to undertake some preparation and possibly some other work for your tutorials outside your designated contact hours with students. Where this other work includes some marking and commenting (e.g. of coursework or class exam scripts), this will be clearly specified by the Department.
2. Any additional marking or similar responsibilities which you were asked at a later date to undertake would be subject to further remuneration at the normal hourly rate.
3. You will not be expected to undertake any major administrative role associated with the course (e.g. preparing databases of student performance or preparing major items of course literature) unless this has been specified in your contract and is being remunerated.

Guidance and Support

4. The Course Organiser will prepare you for your tutoring role. This will involve:
   a. giving you an overview of the course and explaining the objectives of the tutorials within the framework of this particular course;
   b. explaining how the students are expected to be taught in the tutorials, and your own role in this;
   c. explaining how the course is administered, and how you should interact with the academic staff who have responsibility for the course;
   d. discussing how much marking of students' work is to be undertaken, how long this is expected to take you, and from whom you can obtain help and guidance about this;
   e. explaining how the criteria to be used for marking the work will be communicated to you and how you will be helped with applying them;
   f. informing you about the feedback you should give to the students about their work;
   g. informing you about the feedback you are expected to provide about the tutorials (and other aspects of the course) to members of the academic staff.

Course Materials, Facilities and Resources

5. You will be provided (free of charge) with appropriate course materials such as handouts and reading lists, as well as information about the contents of the lecture course. You should not be expected to spend your

CODE OF PRACTICE ON TUTORING AND DEMONSTRATING

July 1997

own money on resources for teaching the tutorial classes, though it might not be unreasonable for you to own an appropriate textbook covering the main material of the course.

6. You should be provided with the means of communicating with the students in your tutorial group, and be given access to normal departmental office facilities such as stationery, telephone and electronic mail that will help you to discharge your duties.

7. You will be provided with a list of students who are expected to attend your tutorial, as well as information about the location and timing of the classes.

Pastoral Role

8. If you are approached by a student for pastoral guidance over personal matters, you should treat the matter as confidential and respond sensitively. Should you feel the need for guidance, you should approach the Course Organiser or another member of the academic staff, but without breaking the confidence of the student. In difficult cases it may be more appropriate to advise the student to talk directly with a member of the academic staff (e.g. a Director of Studies) or to refer the student to an appropriate agency (e.g. the Counselling Service or The Advice Place), rather than getting too involved yourself.

Marking of Set Work

9. When an assignment forms part of the formal in-course assessment of students, you will be told quite explicitly about the criteria to be used when making an assessment, and how these criteria are to be applied in assigning a grade to the work. The Course Organiser will explain that only members of the Examination Board for a course can award marks to students, and that any marks that you assign are to be regarded as preliminary until they have been validated by an appropriate member of the Examination Board, as designated by the Chairman of the Board.

WHAT YOUR SIDE OF THE CONTRACT INVOLVES

Supervisor's Permission

10. If you are a postgraduate student, obtaining permission from your supervisor for all work that you agree to undertake before you sign a contract.

Training

11. Undertaking any appropriate briefing and training that is agreed with the Course Organiser (e.g. attendance at TLA or departmental courses in tutorial skills, careful study of relevant chapters in the TLA Handbook *Tutoring and Demonstrating*, copies of which should be available through your departmental office or from the TLA Centre [ext. 504131 or email TLA.Centre@ed]).

Preparation and Attendance

12. Arriving at the appropriate tutorial approximately five minutes ahead of the scheduled arrival of students, in order to receive any final information from the academic staff about the tutorial class.

13. If you are unable to attend a class (for example, because of illness), communicating this as early as possible to the Course Organiser (generally by telephoning the departmental secretary).

Marking and Record-Keeping

14. Providing attendance information about the members of your tutorial group, if this has been specified by the Course Organiser as one of your duties.

15. Undertaking marking of student work as required, and to agreed deadlines, and providing mark information to the Course Organiser.

16. If students approach you for help with aspects of the coursework with which you are not familiar, you should in general refer them to the Course Organiser or a member of the teaching staff for help. Sometimes tutors are designated to offer additional out-of-hours help to students; in this case this should have been specified in your initial briefing by the Course Organiser.

Tutors and Demonstrators: Departmental Responsibilities

INTRODUCTION

1. It is a well-established practice at the University of Edinburgh that in many undergraduate courses (particularly in the first and second years) important contributions to tutorial and practical teaching are made by appropriately qualified part-time tutors and demonstrators, under the guidance and supervision of established teaching staff. Such responsibilities may be undertaken by postgraduate research students, postdoctoral fellows, research officers and former postgraduates of the University, among others.

   The contributions tutors and demonstrators make are highly valued:

   - by students, who benefit from the talents and energies which tutors and demonstrators bring to their teaching;
   - by departments, in maintaining the scope and quality of tutorial and practical teaching in a period of constrained resources;
   - by tutors and demonstrators themselves, through the enhancement of their own skills and experience.

2. The notes below are offered for departmental guidance in establishing good practice, while recognising that the precise nature of the roles and responsibilities assigned to tutors and demonstrators will inevitably vary from one department to another, and from course to course.

DEPARTMENTAL RESPONSIBILITIES

Recruitment

3. While no-one should be compelled to undertake tutoring or demonstrating, both activities offer useful experience for postgraduates and others. Through this work they may develop their interpersonal skills while at the same time bringing the benefit of useful and recent learning experience to help students own learning processes. It follows that opportunities for tutoring and demonstrating work should be widely publicised.

4. The process of recruitment for these teaching roles should be clearly laid down within departments. Course Organisers do not necessarily know all potential recruits personally, so departments should help by providing lists, and ensuring that recruitment is non-discriminatory and follows good practice from the point of view of equal opportunities. It is, however, a key principle that, when tutors or demonstrators are themselves students (e.g. postgraduate research students), the work that they are to undertake should meet with the approval of their supervisor, who must ensure that it will not seriously interfere with their research.

5. Course Organisers must ensure that those they recruit are appropriately qualified (in terms of the degree work that they have undertaken) for the teaching in which they are about to participate.

6. Everyone employed as casual staff must be eligible for employment in this country. Note, however, that overseas students at UK universities are normally permitted to undertake up to six hours paid, part-time teaching per week, without seeking the prior approval of their local employment office. The work does not have to be carried out within the department where the student concerned is studying.

CODE OF PRACTICE ON TUTORING AND DEMONSTRATING

July 1997

7. In very large departments, or in cases where tutors and demonstrators may be recruited from a variety of departments or research institutions, it is recommended that details of potential postgraduates and others are held in the form of a completed pro forma containing simple information about undergraduate training, name of supervisor, areas of expertise, and contact information.

Contracts and Remuneration

8. Departments should keep stocks of the relevant forms and guidelines (listed below) and of the TLA Handbook. These are as follows:

   - contract forms (obtainable from the Personnel Department) - see copy enclosed;
   - forms showing the range of duties required by the Department - see the pro forma "Departmental Information for Tutors and Demonstrators" enclosed;
   - the other three documents which make up the University's Code of Practice on Tutoring and Demonstrating. These are:
     - Demonstrators' Rights and Responsibilities
     - Tutors' Rights and Responsibilities
     - Supervising and Supporting Tutors and Demonstrators: Guidelines for Course Organisers

     Copies of all of these documents are available from Faculty Offices, from the Secretary's Office, Old College and from the TLA Centre.
   - *Tutoring and Demonstrating: A Handbook* (available from the TLA Office).

9. Everyone who is employed on a casual basis should be given a formal contract of employment (available from the Personnel Office) signed by the Head of Department (or whoever can authorise their payment). Payment is normally made by the Salaries Section of the Finance Office when an appropriate time sheet is submitted by the Head of Department.

10. While Course Organisers may be responsible for appropriate recruitment for their courses, and for detailing the contact hours and responsibilities of tutors and demonstrators, Heads of Departments should check that everyone employed is eligible for employment in the UK (see 6. above), that the rates of pay that have been offered are appropriate. They should also keep an overview of the number of contact hours being undertaken by any individual (a maximum of 120 hours per year is recommended for those who are registered as postgraduate students). Postgraduates should not normally assist with more than two separate courses (unless the material to be taught in them is very similar).

11. In addition, Course Organisers may need guidance from Heads of Department about which aspects of the work should be detailed in the information forms that they complete, and how many hours should be remunerated. Where some marking and commenting on students' work is required, this should be clearly specified, and additional payments authorised where the marking could not reasonably be carried out as a routine part of tutoring or demonstrating duties. The purpose of these supplementary forms is therefore to ensure that tutors and demonstrators are informed about rates of pay and about the hours that they are expected to give to their teaching. They should be signed by the Head of Department, and a copy kept for checking when payment is authorised.

12. Remuneration should not be at less than the base rate recommended by the University, nor should those with special qualifications or seniority be paid at higher rates for normal tutoring and demonstrating. However, it may be appropriate to negotiate special contracts with highly qualified individuals who are not employed by the University, so that they may assist with the delivery of teaching as part of a course's teaching team. The Personnel Office should be consulted for advice about such cases.

Monitoring the Work of Tutors and Demonstrators

13. While this aspect is generally the responsibility of Course Organisers, it should be remembered that Examination Boards (and especially their conveners) have special responsibilities for monitoring any assessment of undergraduate work that is undertaken by tutors. Since only designated members of Examination Boards may award marks or grades that will count towards a degree examination mark, tutors' and demonstrators' marking must always be

moderated by academic staff. In addition, it is recommended that tutors' or demonstrators' marks should never contribute more than a relatively small proportion of final marks, and this should also be monitored by Examination Boards.

14. Tutors and demonstrators should be encouraged to participate in collecting feedback about courses from students, and should themselves be given feedback about their own progress. It may be necessary for departments to ensure that this is undertaken as part of the formal departmental process of course monitoring.

Safety

15. Heads of Department are responsible for safety in teaching laboratories, and normally delegate this to the academic staff involved in running courses. Such responsibility should not be delegated further to postgraduate demonstrators; however, it is not always practical for academic staff to be present all the time in every laboratory in which student work is being undertaken. There must therefore be a clear departmental policy about the level of oversight that is required in teaching laboratories by academic staff, bearing in mind statutory obligations that exist under Health and Safety Executive rules.

16. Clear information should be made available to academic and technical staff, and to demonstrators, about the training to be given by the Department in coping with emergencies.

Responsibilities to Tutors and Demonstrators

17. In general it is up to Course Organisers to ensure that all the needs of the tutors and demonstrators who help in the delivery of their courses are being met. However, tutors and demonstrators need to know that a variety of University facilities are indeed at their disposal, such as provision of normal departmental office facilities (provision of stationery, facilitation of contact with academic staff and with the students on the course), access to libraries and computing facilities, and so on.

18. Tutors and demonstrators should be provided with secure storage areas for their personal possessions while they are undertaking teaching, and with somewhere to store students' assignments. They should also be given all appropriate course materials free of charge. The department should endeavour to ensure that there are effective means of communication with their students, including notice boards displaying lists of tutorial and laboratory groups with the names of the relevant tutors and demonstrators, and other information relevant to the running of the course. Clear arrangements should be made for the collection of student work, for its distribution to markers and for its return to students.

19. The University prides itself on the quality of its teaching, and it is therefore essential that all tutors and demonstrators should have been adequately trained. Course organisers, in consultation with heads of departments, are responsible for ensuring that adequate training and briefing arrangements (which may be provided at the departmental level or through a combination of departmental and central provision) are in place*. Information on centrally provided training is available from the TLA Centre (tel. 504131; email TLA .Centre@ed.ac.uk), as are copies of the TLA Handbook, *Tutoring and Demonstrating*, which is provided free of charge to all teaching staff as well as to tutors and demonstrators.

20. Tutors and, less often, demonstrators may well be the first point of contact for students who wish to discuss personal problems. They should be aware that they have an important but limited responsibility in this realm. Departmental training should include guidelines about confidentiality and about referring students along appropriate channels, including referral to specialist agencies such as The Counselling Service and The Advice Place.

* *For a discussion of departmental support arrangements for tutors and demonstrators in several Scottish universities and colleges, see Forster, F., and Thompson, S., eds. (in press)* ***Preparation and Support For Part-Time Teachers in Higher Education: Case Studies of Departmental Practice****, Edinburgh: University of Edinburgh, Centre for Teaching, Learning and Assessment/Universities and Colleges Staff Development Agency. [Scheduled for publication in September 1997.]*

Supervising and Supporting Tutors and Demonstrators

GUIDELINES FOR COURSE ORGANISERS

These guidelines, modelled on a checklist first compiled and circulated by the TLA Centre in 1993, suggest how course organisers can go about ensuring that the work of tutors and demonstrators is appropriately supervised and well-supported.

The guidelines form part of a series of documents which together comprise the University's ***Code of Practice on Tutoring and Demonstrating****. The full set of documents is as follows:*

a. Tutors and Demonstrators: Departmental Responsibilities

b. Supervising and Supporting Tutors and Demonstrators: Guidelines for Course Organisers

c. Demonstrators' Rights and Responsibilities

d. Tutors' Rights and Responsibilities

Further copies of any of these documents can be obtained from Faculty Offices, from the Secretary's Office, Old College or from the TLA Centre.

CODE OF PRACTICE ON TUTORING AND DEMONSTRATING

July 1997

Circulation: All Course Organisers, Heads of Departments and Deans

1. Recruitment, Contracts and Payment

- ❑ **Publicise opportunities for undertaking tutorial and demonstrating work on your course**
- ❑ Specify duties, working arrangements and pay rates, and agree these with your head of department
- ❑ Recruit appropriate individuals, and, if they are postgraduate research students, ensure that their participation is approved by their supervisors

Notes

- Each tutor and demonstrator who is employed on a casual basis must be given a contract of employment (available from the Personnel Department and signed by your head of department, or whoever can authorise their payment). Payment is only made when a time sheet for a contracted individual has been submitted by the Head of Department to the Salaries Section of the Finance Office.
- All tutors and demonstrators should be quite clear about the nature of their duties: a supplementary form (copy enclosed) is available for this purpose. Remember that clear information leaves less room for confusion, and so makes disputes or grievances less likely. Payment should be made for all contact hours with students; for any substantial amount of marking of assessed work; and, ideally, for attendance at any departmental briefing, training or feedback sessions exceeding about an hour.
- Most postgraduate funding agencies permit or encourage compatible teaching work, but they typically specify that the total demand made on the students' time, including any preparation work, should not exceed six hours in any one week. Rates of pay for tutorial work assume that there is one hour of preparation per contact hour, implying a maximum of three hours tutoring (or six hours demonstrating) per week for such postgraduates.

2. Training

- ❑ **Provide whatever course-specific briefing and training sessions will be needed for tutoring and demonstrating to be carried out competently**
- ❑ Inform tutors and demonstrators about university-wide programmes of training, encourage participation in them, and ensure that there is wide knowledge about support that is available through the department and through the TLA Centre

Notes

- All tutors and demonstrators should be told about the aims and objectives of the course on which they are teaching, about how it is managed and taught, about the resources available to students, and about the roles of tutorials and laboratory classes within the course. New tutors in particular are often much more insecure about their own abilities than is realised. Basic training on curricular and teaching matters, and information as to the limits of what is expected of them, can go a long way towards helping tutors to communicate confidently with their students.
- The Centre for Teaching, Learning and Assessment (34 Buccleuch Place, tel. 504131) provides free of charge a handbook on tutoring and demonstrating, and offers a variety of training and support activities, often in collaboration with departments or faculty groups.

3. Resources

- ❑ Ensure that demonstrators have laboratory manuals and that tutors have copies of their students' course materials, access to required or recommended readings, and appropriate tutorial materials, if required
- ❑ Ensure that tutors have adequate working and storage space, and access to photocopying, secretarial and other facilities, as appropriate for their duties

Notes

- Remember that postgraduates do not normally have the same book collections as permanent staff, so may find themselves competing with their own students for texts (tutors who are not postgraduates may not have automatic library privileges). Some departments provide texts on loan, while others have established a section of books and other materials in their class library for the exclusive use of tutors.

- Sometimes it is appropriate to provide a detailed tutorial programme for a course; in other cases content is left to the tutors' discretion. It is often helpful for tutors to have access to tutorial materials that draw on experience obtained in previous years, around which they can organise their teaching, such as a set of well-tried examples or exercises. Marking aids or guidance on writing skills can also be helpful for new tutors

4. Responsibilities

- ❑ Familiarise tutors, demonstrators and lecturers with their respective responsibilities – when and where they should attend, what they should (and should not) be doing, and when, and to whom, they should pass on queries or problems that arise
- ❑ Check that their workloads (real or perceived) are not excessive, to the possible detriment of postgraduate completion rates
- ❑ Make sure that demonstrators are absolutely clear about local laboratory safety regulations and procedures

Notes

- Both tutors and demonstrators need to know who is responsible for helping them with their aspects of the course teaching, whether it is the Course Organiser or another member of staff. Tutors also need to be quite clear how far they are expected to follow a predetermined tutorial programme, and how far they can play to their strengths and respond to their students' individual needs.
- Tutors commonly devote considerably more time to preparation (as well as to marking and other associated duties) than is officially expected of them, whether due to inexperience, insecurity, or simply a desire to do the job well. Consequent stress can be alleviated by a combination of training and support, clear definitions as to the limits of their responsibilities, and reassurance.
- It is essential that all demonstrators should be well-informed about the basic safety procedures in the laboratory in which they are working, especially local fire procedures (alarms, exit routes, location and operation of extinguishers) and first aid procedures (location of first aid boxes and of qualified first aiders, and reporting requirements). They must also be briefed about any special precautions to be taken in any particular practical class.

5. Marking

- ❑ Inform tutors and demonstrators about what marking of student work they are expected to undertake, the criteria to be used in this marking, the mechanisms for communicating marks to the Course Organiser and to the students, and the extent of feedback to be provided to the students

Notes

- Marks for work that contributes towards a Degree Examination may only be awarded by a properly constituted Board of Examiners. Any marks assigned by tutors or demonstrators who are not themselves members of the appropriate Board must therefore be regarded as preliminary until they have been validated by an appropriate member of the Board, as designated by the Chairman of the Board. Both students and markers need to be clear about this.

6. Communications

- ❑ Put in place effective feedback systems between students, tutors and staff, and facilitate communication between them (e.g. via noticeboards, pigeonholes, address lists, email addresses, common rooms)
- ❑ Encourage tutors and demonstrators to meet with each other and with staff to share ideas, resources and concerns
- ❑ Ensure that tutors and demonstrators (and technical and clerical staff) know that their work for the course is valued

Notes

- Good debriefing sessions with tutors and demonstrators are helpful for their own self-appraisal (and confidence) as well as for course organisers, since they frequently know best what students have found good or difficult about the course.
- Good contact between tutors or demonstrators may not happen unless it is actively encouraged.
- Bear in mind that non-postgraduate tutors and demonstrators in particular may have no clear route by which they may receive internal mail, circulars and other information, and through which they can be contacted by their students.

Demonstrators' Rights and Responsibilities

The guidelines below are designed to ensure that all postgraduate and other part-time demonstrators have a clear understanding both of what they have a right to expect – from the University and from the Department in which they carry out their demonstrating – and of what is expected of them as demonstrators in meeting their contractual obligations.

WHAT YOU HAVE A RIGHT TO EXPECT, AS A DEMONSTRATOR

Contract and Remuneration

1. You will receive a formal contract for your demonstrating work as well as explicit information about the number of hours you are expected to work, what you will be paid, and who is responsible (usually, a Course Organiser) for supervising your work. Normally, you will be paid by the hour, at the base rate, for the hours in which you are working with students (contact hours).
2. The work will, typically, involve teaching practical skills in laboratory sessions. You may be required to undertake certain other tasks, but these should be clearly specified; if they are to take a substantial amount of time outside the contact hours in the laboratory, you should be remunerated for them. You will not be expected to undertake major tasks relating to course administration.
3. You may be expected to mark students laboratory notebooks, but this will mostly be able to be done within the normal laboratory hours.

Guidance and Support

4. The Course Organiser will prepare you for your demonstrating role. This will involve:
   a. giving you an overview of the course and explaining the objectives of the laboratory work that is provided for the students;
   b. explaining how the students are expected to be taught in the laboratory classes, and your own role in this;
   c. explaining how the course is administered, and how you should interact with the academic staff who have responsibility for the course, as well as with the technical staff who prepare the laboratory sessions;
   d. discussing how your marking of students' work is to be undertaken, the criteria to be used, and the feedback you should give to the students and to the academic staff;
   e. your own responsibilities with regard to the safe running of the laboratory classes under your supervision, including both specific matters connected with each practical, and general matters connected with departmental safety (fire alarms and evacuation procedures, accident reporting etc.).

Course Materials

5. You will be given (free of charge) any manuals or handouts that the students receive relating to the laboratory classes.

Pastoral Role

6. If you are approached by a student for pastoral guidance over personal matters, you should treat the matter

For circulation to all demonstrators at the University of Edinburgh on or prior to appointment

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CODE OF PRACTICE ON TUTORING AND DEMONSTRATING

July 1997

as confidential and respond sensitively. Should you feel the need for guidance, you should approach the Course Organiser or another member of the academic staff, but without breaking the confidence of the student. In difficult cases it may be more appropriate to advise the student to talk directly with a member of the academic staff (e.g. a Director of Studies) or to refer the student to an appropriate agency (e.g. the Counselling Service or The Advice Place), rather than getting too involved yourself.

WHAT YOUR SIDE OF THE CONTRACT INVOLVES

Supervisor's Permission

7. If you are a postgraduate student, obtaining permission from your supervisor for all work that you agree to undertake before you sign a contract.

Training

8. Undertaking any appropriate training that is agreed with the Course Organiser (e.g. attendance at TLA or departmental courses in demonstrating skills).

   [Note: Very helpful guidance about what is involved in taking tutorial classes, and how to assess and improve your tutorial skills, is available in the TLA publication *Tutoring and Demonstrating: A Handbook*, ed. F. Forster, D. Hounsell & S. Thompson (1995). This should be available through your departmental office or through the TLA Centre (ext. 504131 or email TLA.Centre@ed).]

Preparation and Attendance

9. Arriving at the appropriate laboratory approximately five minutes ahead of the scheduled arrival of students, in order to receive any final information from the academic or technical staff about the practical class. You are expected to remain in the laboratory until the last student has departed.
10. If you are unable to attend a class (for example, because of illness), communicating this as early as possible to the Course Organiser (generally by telephoning the departmental secretary).

Health and Safety

11. Ensuring that you are familiar with all safety aspects of the laboratory and all relevant departmental guidelines. You should know:
    - the location of the nearest first aid cabinet
    - where you may find a first-aider
    - the local fire regulations, locations and mode of operation of extinguishers, and exit routes
    - the location of the technical staff on duty.
12. Although you do not have the ultimate responsibility for laboratory safety (which resides in a member of the academic staff, as delegated by the Head of Department) you must be able to use your initiative in an emergency, for example, by using a fire extinguisher or evacuating a laboratory.

Marking and Record-Keeping

13. Undertaking marking as required and providing this information to the Course Organiser.
14. Providing attendance information if this has been specified as one of your tasks by the Course Organiser.

Part-time teachers make crucial contributions to teaching throughout higher education, and supporting them in their varied roles is essential to the maintenance of teaching standards.

This handbook is intended for heads of departments, course organisers, staff developers and others with responsibility for providing preparation and support programmes for part-time teachers.

Fourteen case studies from a wide range of disciplines and cultures across Scottish higher education describe the preparation and support provision that departments have made for four groups of part-time teaching staff - practising professionals, tutors, workplace supervisors and demonstrators. Key achievements are highlighted and principles of good practice are drawn out and reviewed. The handbook contents are clearly signposted and structured to ensure their practical relevance for the development of support programmes elsewhere.

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